Libraries and Archives: Where
Information and Language Literacy Begin

PIALA 2000
10th Pacific Islands Association of
Libraries and Archives Conference

joint with

Engaged Readers and Writers
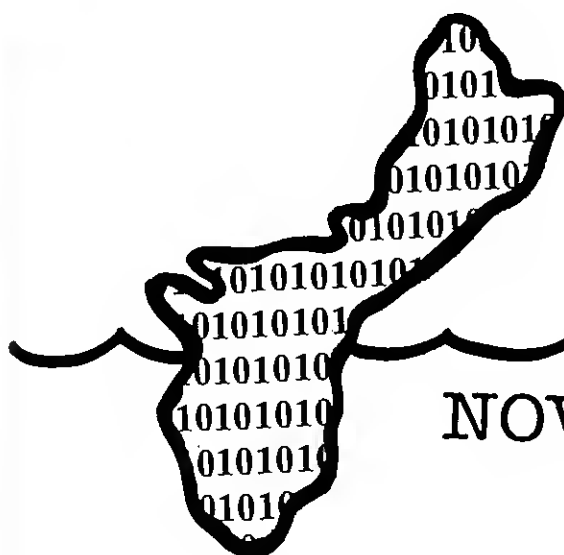**in Multicultural Island Communities**

13th Annual Regional Language Arts Conference

Selected papers from the joint Conference

Edited by
Arlene Cohen and Clarisa G. Quan

November 9-11, 2000

Holiday Inn Resort
Tumon, Guam

GUAM

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Preface and Acknowledgments

The Pacific Islands Association of Libraries and Archives (PIALA) and the University of Guam's Annual Regional Language Arts Conference organizing committee members of have cause to celebrate the success of this year's conference. For the first time ever, the two conferences were held jointly and back-to-back, along with three pre-conference workshops promoting the themes of the two conferences. These proceedings illustrate the joint conference's wide array of speakers and presentations, reflecting the island's, and the region's commitment to literacy, libraries, archives and education.

Previous attempts to organize a joint conference were unsuccessful due to time, scheduling and other constraints. Determined to go through with the joint conference this time around, organizing members spent many hours in joint meetings and consultations to share resources and to plan the week-long event. Not only did they actively solicit financial and material support from Guam's business and political leaders; they also invited experts in library science, the language arts and related fields to give the workshops and presentations. In the end, there were two keynote speakers: Norma Amenu-Kpodo, University of the West Indies, and Dr. Alma Flor Ada, University of San Francisco; three successful workshops: *Developing Your School Website* presented by Dr. Diljit Singh, University of Malaya; *Sharing History: Digitizing a Micronesian Photograph Collection* presented by Dr. Karen Peacock and Martha Chantiny, University of Hawaii; and *Marketing Library and Information Services* presented by Dr. Christine Koontz, Florida State University and Danny Pietrodangelo, a Florida photographer; as well as a wide variety of presentations. It was their plan, and their hope, that the workshops and presentations would all be relevant to both groups of attendees. These *Proceedings* attest to the success of the endeavor.

Without support from Guam and the region's political, educational and business leaders and organizations, this joint conference would not have been possible. The conference organizers wish to especially thank former Guam delegate to the United States Congress Dr. Robert Underwood; Anthony Leon Guerrero, Bank of Guam President; International Reading Association-Guam Chapter; our keynote speakers and workshop presenters; and the staff and management of the Holiday Inn Resort.

The organizers also wish to extend heartfelt thanks to those at the University of Guam for their support and contributions to the conference: University of Guam Interim President Dr. Judy Guthertz; Jeff Barcinas, Interim Vice President for Academic Affairs and College of Agriculture and Life Sciences Dean; Dr. Mary Spencer, College of Arts and Sciences Dean; Dr. Marilyn Salas, College of Education Dean; Center for Continuing Education and Outreach Programs Director Maria Pangilinan; Dr. Paul Steere, Learning Resources Dean; Dr. James Martin, Department of English and Applied Linguistics Chair; Teresita Jesus, Pre-Conference Coordinator; Juan Perez, Learning Resources Instructional Media; and the staffs of the University of Guam Center for Continuing Education and Outreach Programs; the Computer Center; the Developmental English Program; Learning Resources; and the Student Government Association. A special thanks is also extended to Suzanne Bell for her design of the PIALA T-shirts and the cover of these *Proceedings*.

Si Yu'os Ma'se is also extended to the many **businesses**, government agencies and people in the community who contributed to our success: Calvo Enterprises, Inc., Duty Free Shoppers, Fast Copy, Gold's Gym, Government of Guam Department of Corrections, Government of Guam Department of Education, Guam Government House , Guam Plaza, Guam Premium Outlets, Guam Public Library, Guam Visitors Bureau, Hilton Guam Resort Hotel, Holiday Inn Guam, Holiday Plaza, *Inafa'Maulek Pakyo* Peace Theatre, Judy Flores, National Office Supply, Omega Scientific, Onward Beach Resort, Pacific Islands Club, Pacific Resources for Education & Learning, Royal Orchid Hotel, Sam Choy Restaurant, Santa Fe on the Bay Hotel, Sun Tees, 3M, and Underwater World.

The driving force behind the hard work invested in this joint conference was the conviction that language, literacy, libraries and archives are interwoven parts of a whole. Libraries and librarians help enrich, enhance, and promote language and literacy. Without libraries, teachers will not have the tools and incentives they need to develop a love for reading and learning in the islands' children.

The co-chairs and organizers of 2000 Joint PIALA / Language Arts Conference hope that future organizers can, once more, work together, sharing resources and manpower, to have another Joint PIALA / Language Arts Conference. These *Proceedings* show what a worthwhile endeavor this joint conference was for the region's librarians and educators.

Arlene Cohen and Clarisa G. Quan, Editors
Mangilao, Guam

July 2004

Welcoming Remarks

Mary Silk
President, Pacific Islands Association of Libraries and Archives
College of the Marshall Islands Library
Majuro, Marshall Islands

Welcome everyone -- Speaker Tony Unpingco, Vice Speaker Larry Kasperbauer, Senator John Salas, whom I remember from the last PIALA conference here and his reflections on pickled papaya; University of Guam College of Arts and Sciences Dean Dr. Mary Spencer, Learning Resources Dean Paul Steer, Keynote Speaker Norma Amenu-Kpodo, Trish Skaptason from the Institute of Museum and Library Services, lecturers and attendees, donors and vendors, ladies and gentlemen, *Hafa adai*, and greetings. On behalf of the Pacific Islands Association of Libraries and Archives, I would like to welcome each and every one of you to this auspicious occasion, the 10th PIALA Annual Conference.

For the first time, the PIALA and Language Arts conferences are being held back to back and together. Let me tell you a short story about PIALA. Ten years ago, some brilliant men and women got together and built a canoe and named it the Pacific Islands Association of Libraries and Archives, or the acronym PIALA. Our canoe traveled around the islands. It traveled to Guam and this year we mark the second time for Guam, like the two trips it made in the past to Palau and Pohnpei. Our canoe took resources and people to the different islands and provided assistance related to educational, cultural and social development. The wide range of people in the canoe were professional librarians, archivists, curators, teachers, lecturers and explorers on various subjects. Our canoe experienced typhoons, calm weather, delayed schedules, and other experiences that are associated with canoes. However, we were able to continue on our journey and look forward to many more trips. That is our story.

I would like to give special recognition to the planning committee for this conference and a special thank you to Suzanne Bell, Paul Steer, Christine Scott-Smith, and especially to Arlene Cohen for their hard work and dedication to PIALA. Let me end my brief remarks with a Marshallese chant. Okay, here it goes. [Recites chant]. The chant truly means, "Which is the fastest canoe that can take you anywhere regardless of the weather, regardless of the condition of the road or the path that's ahead of you?" And let me ask a question, "Whose canoe is first? Do you have an answer?" Right, PIALA's canoe. Thank you so much. *Si yu'os ma'ase.*

Christine Ku Scott-Smith
PIALA 2000 Co-Chairperson
Guam Public Library
Hagåtña, Guam

Hafa adai everyone. Welcome to the 10th Annual Conference of the Pacific Islands Association of Libraries and Archives. Or as Confucius would have said, "What a pleasure it is to have friends come from afar." All of you are our dear friends. Well, dear friends, as navigators of information – navigators of the canoe – as navigators of information, we are all here today to network and to learn from each other so that we can be better in what we have always been doing, that is to collect, to organize, to catalogue, to store and to retrieve. The delivery method may have changed with new technologies, but the experience is still very relevant. So on behalf of the PIALA 2000 Planning Committee, we hope this conference today, tomorrow and Saturday is rewarding to you professionally. Once again, *Hafa adai* and welcome.

Honorable Antonio R. Unpingco
Speaker and Senator, 25th Guam Legislature
Hagåtña, Guam

Hafa adai and good morning! Good morning to everyone here, especially to the Honorable Delia Muñoz Rosal, Consul General of the Philippines; to the Director of Education Rosie Tainatongo; to Arlene Cohen, Coordinator of this very successful conference; and to Dr. Richard Tom, Superintendent of our DoDEA schools. It's really a pleasure to be here this morning to speak on behalf of the Lieutenant Governor and also as the Speaker of the Legislature.

Some people may think that your jobs are boring and unimportant. The reality of it is that each and every one of you and the institution that you serve are the cornerstone of civilization. Your jobs are actually very exciting because you are all in the midst of the collective knowledge of mankind every single day that you are at work. Only through you can the history of our islands, our nations and even our communities be preserved, propagated and shared with others. The lives, the struggles, sadness, battles and joys of men and women who came before us are recorded in the books and documents that you so carefully hold in trust. Only through your care and diligence can our children, grandchildren and future generations learn of our past: who we are as people, where we came from, what was accomplished, what we created, what sacrifices we made, and what our hopes and dreams are. Long after the peoples of our islands and nation are gone, our accomplishments and our dreams will not be forgotten.

librarians and staff members, hold the key of the Great Barrier Reef of Australia, the heights of the Himalayas, the Parthenon of Greece. Only through your work can the children of our nation and islands witness the violence of Peleliu herself, experience the great spider that created the island chain of Palau, and, from what I read, see the various large flies of American Samoa and their people. Without you, our children would not be able to learn of these things because of our isolated location.

Our libraries and archives are moving full steam into the information age via the wonderful world of the Internet. This development has revolutionized our small islands and nations. With our fingertips on a little box, we now have access to information that could be located on the other side of the world. But most importantly, the Internet assures that never again will we lose the vast amount of knowledge as we did with Julius Caesar's burning of the library in Alexandria. But as we, and our brothers and sisters from island nations now know, our computers and the Internet are only as good as the people running them. People in turn are dependent on an effective telephone system as well as efficient power companies. Based on our experience, books and printed material will always be needed. I believe that they will never be completely replaced by the computer nor the Internet within our lifetime.

As the youngest child in a family of nine children, coming from a poor family, I vividly remember flipping through the only books I had access to, which of course, as many of you know, were Jane, Dick and Spot. Reading my schoolbooks, reading some other books that I got and seeing pictures of far away places were a real treat. I remember back when I wished that I had access to more books and knowledge because, at that time after the war, there were actually no libraries on Guam.

Having ten children by one wife as well as eight grandchildren, I know and I understand the importance of teaching them about our recorded history. I also know that they must learn and keep abreast with new ideas, developments and breakthroughs. I realize that they too need to expand their imagination with flights of fancy. I'd like to leave you with this thought from Charles Eliot, and I quote, "Books are the quietest and most constant of friends. They are the most accessible and the wisest of counselors and the most patient of teachers" (Eliot, 1969, p.39).

Dankulo na si yu'os ma'ase and thank you. Enjoy our island. I'm sure that you will have a very exciting and productive conference. Thank you.

Honorable Delia Muñoz Rosal
Philippine Consul General, Philippine Consulate
Tamuning, Guam

Acting Lieutenant Governor Tony Unpingco, the organizers and officers of PIALA, it gives me great pleasure to be here with you today and to be invited to your very important conference. I wish to convey my best wishes and congratulations to the Pacific Islands Association of Libraries and Archives on the occasion of its 10th Annual Conference here today in Guam. Undeniably, in this modern age, libraries and archives are vital resources in helping integrate diverse cultures and promote cross-cultural interaction between and among peoples, islands, ethnic and language groups and cultures. The Pacific islands in particular represent a unique microcosm of this cultural mix in the Asia-Pacific region. Coupled with modern telecommunications and the worldwide web, libraries and archives can really transcend physical barriers between peoples and are therefore an ideal channel for promoting international understanding and cooperation.

I therefore join the call for greater accessibility and a freer flow of archival and library information to help uplift the disadvantaged cultural ethnic groups in the region as well as promote the proper respect for ethno-cultural identity and diversity of island people. We therefore look forward for the PIALA 2000 conference to undertake further initiatives in this regard, particularly in promoting information and language literacy among the Pacific island people. Again, my warmest regards and congratulations to all the conference participants. Thank you.

Honorable Larry Kasperbauer
Senator and Committee on Education Chairman, 25th Guam Legislature
Hagåtña, Guam

Hafa adai and good morning, everyone. I think you can hear what's called the fall-out from election politicking. I developed this little voice problem a couple of days before the election, so I'll be very, very brief. I, of course, want to acknowledge the presence of my good friends in the legislature, Speaker Unpingco and Senator John Salas; the Consul General from the Philippines, Consul Muñoz Rosal; Director of Guam Department of Education Rosie Tainatongo; Dr. Richard Tom from DODEA and all other people from the University, DOE Guam and our very special guests from our neighboring islands. Thank you very much, Arlene [Cohen] and Christine [Scott Smith] for inviting me to be on the program. I've had the chance to work with Arlene at the university for some special legislation to the library, and Christine Scott-Smith in our legislation to reopen the five branch libraries and some other appropriations for the library. And Senators Unpingco and Salas were very cooperative in that legislation.

But I really have very brief greetings from the members of the Guam Legislature and a special welcome again to all of you from our neighboring islands. We on Guam are fortunate to be able to benefit from membership in such regional associations as PIALA, APIL, PREL, and others. And while I was on the Board of Education, we tried and did form the Association of Pacific Island Boards of Education. Unfortunately, that has not materialized very well. Perhaps we can learn from your association how to get that going. The communication, networking, publications and educational programs are valuable tools with which our library system continues to develop and improve. We appreciate your work in promoting high standards in service delivery and encourage a wider understanding and appreciation of the value of library services.

We all value freedom of information. We enact laws to protect this important right, but as a practical matter, it is the existence of quality library information services that help to guarantee that right for all of us. Please know that you have the respect and appreciation of our people for all that you do. On a personal note, I'd like to say that my wife is a very avid reader and media user from the library. I understand one of our sons was campaigning at the poll for me with his headset on, reading a book and trying to wave at the same time. You might see him at a service station or at the Post Office reading a book. That's my son. He loves to read. And of course we have 18 grandchildren and one great grandchild who are either going to libraries and reading now and are using the Internet or will be very soon. And I guess in closing, we wish you all a very enjoyable and productive conference. And for you who are from off- island, a very pleasant stay on our island. *Si Yu'os ma'ase.* Thank you very much.

<p style="text-align:center">Rosie Tainatongo
Director, Government of Guam Dept. of Education
Hagåtña, Guam</p>

Good morning, Acting Lieutenant Governor Tony Unpingco, Vice-Speaker Dr. Larry Kasperbauer, Senator John Salas, Honorable Delia Muñoz Rosal, Dr. Thom and, of course Christine, thank you, to all the coordinators of this 10th Annual Conference. Good morning, everyone. I extend a special *Hafa adai* and welcome to our visiting Pacific Island brothers and sisters. This will be the second gathering in as many weeks of Pacific region professionals that I have the privilege of addressing, and I will say it again, we are overjoyed to have you here with us today. Two weeks ago, we discussed issues and ideas which impact our school leaders in the Pacific Region Principals Summit coordinated by the Pacific Resource for Education and Learning, or PREL.

Today we count ourselves fortunate once again to tap the talents and brainpower of educators, the language arts experts, librarians and archivists of our islands. In July, Guam and the Department of Education will do it again in a much broader perspective when we proudly host the 2001 Educational Conference, which will bring hundreds of educators to our shores. In each and every one of these gatherings there is a common ground. We are Pacific people and we

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In some cases too, what we have may be modest compared to other places around the globe. Certainly in Guam, we have come a long way in education but have miles upon miles yet to travel. We wish we had the funding that some of the U.S. mainland schools have and enjoy. What we have, however, are good people working with good children and working very hard every day of their lives. And what we have - our ideas, our inspiration, our hospitality, knowledge and energy - we gladly share with you today, for we know that you have always done the same for us and for all your visitors. In Guam, the Department of Education has been fortunate to work with the Guam public school libraries and some of our private schools to realize programs in improving our technological capabilities and resources. A couple of months ago we received the good word that Guam has received $570,000, in *e-rate* or universal access funding to help connect our schools and libraries to the Internet. We know we can stand to learn a lot in this area from our friends from American Samoa, for instance, or from valuable visiting experts in Honolulu. We know that there are vast horizons of knowledge and ideas out there and for today at least, we are expected to have the benefit here at our fingertips represented by you, the gems of the Pacific islands. Welcome once again and may the Pacific winds bring us together many times more. Thank you and enjoy your stay in Guam. Have a nice day.

Dr. Richard S. Tom
Superintendent, Guam District Office,
Department of Defense Education Activity
Agana Heights, Guam

Let me thank the Pacific Island Association of Libraries and Archives and the University of Guam for inviting me and hosting this event. As you can see, partnerships are developing to help us improve our literacy on Guam and throughout the Pacific islands. Christine Scott-Smith and Arlene Cohen, I also want to thank you for inviting me to take part in this phase of the activities.

Let me also reiterate what everyone else has been saying about information technology and where we're going in the future. Obviously information technology is important. It has produced a whole new perspective in terms of what libraries look like today. Names for libraries have changed to media centers, information centers and information management centers. And of

Everything in the library was in the Dewey Decimal system. Everything was neatly put in place. And you obviously had to know the alphabet. The other part of that is the librarians would never let you pull a book out because they were always afraid that you would mess up their Dewey Decimal system. So you had to go through the stacks, hunt down the topic that you were looking for and ask the librarian to kind of help you pull that book out. Then once you had it out, when you were finished reading it or if you chose a book you didn't like, you couldn't put it back in place. You had to tell the librarian to put it back for you. However, we have moved on from those days and I'm glad we did because as you go into the libraries today, it's a whole different culture. The kids in the libraries aren't necessarily quiet any more, and that's sometimes troublesome to all of us. However the kids are engaged. They're actively involved in what they're doing. Obviously, you have computers in there and they're surfing the Net trying to get information.

But I am not sure that what they're doing is actually all that important in terms of improving literacy and reading. And what I mean by that is, as you heard earlier, we still need books and we still need students and our children to read, whether it's for pleasure or just curiosity. Most times, you can't take a computer with you on an airplane and pull out that favorite book of yours; or take that computer and crawl up into a corner with a bean bag and start reading. Even with technology, there are still some limitations out there, although they're working on eliminating them. What reading does, the active act of reading, is it helps us to expand our imagination and our dreams. I can remember at a very young age reading about countries over here in the Pacific and wondering what the islands looked like. Of course, I would always go to the smallest books with all the pictures in them and that helped me out a lot. But it also helped me kind of understand what the culture was like in those areas. And I would daydream a little bit in terms of wondering if, at sometime in my life, I would travel to those areas. Well, obviously I was very fortunate to have that opportunity. But many students don't have that opportunity. Yet they can still have the opportunity, and it doesn't cost a lot to sit there to dream and to imagine.

And so what we're looking at here is making sure that we feed those students skills to keep them dreaming because that's how we get the information boom that we're faced with today. Those students should be able to sit back and kind of dream of what the world is going to look like in a "star wars" type setting. I was surprised last night when my own son pulled out a book in my library at home and started reading it. To my surprise, it wasn't *Star Wars* or a comic book, but *Moby Dick*, one of the classics had read. Of course, we started talking about it and had a meaningful discussion.

So, again, the idea of reading is very important to all students, to all of us even today. I didn't begin reading for pleasure until about 15 years ago. All my life, it was always reading for professional growth, for that career ladder or for information gathering. I didn't know how to read for pleasure, and believe me, the last ten years or so, reading for pleasure has opened my life up tremendously; being able to sit back, read and enjoy a good book. Thank you very much.

Dr. Mary L. Spencer
Dean, College of Arts and Sciences, University of Guam
Mangilao, Guam

I want to echo the greetings that the other speakers have already given to our very distinguished guests, and to all of our visiting librarians and members of PIALA, as well as to all the coordinators of this very wonderful conference. As I was watching the election returns last night and this morning, and thinking about things I'd like to say to this gathering, the parallel between libraries and librarians and the electoral process just reinforces in my mind the very importance of both of them to fundamental democracy. And so I wanted to mention a couple of aspects of these exercises in democracy to you. Fundamental democracy are those freedoms of speech, those freedoms to speak and listen without fear of reprisal. And only when even those in democracy feel that we cannot speak freely do we really, I think, treasure those so deeply and understand what treasures they are. And the freedom to have an opportunity to learn how to read and to write are just absolutely bedrock to democracy.

Economic researchers have documented the link between learning how to read and economic development in a country. Literacy is the first step dream for anyone striving for freedom from oppression. I'm sure you're all familiar with the fact that African-American slaves in the United States were denied the opportunity to learn how to read. And it was through rather underground efforts to begin the teaching of literacy to African-American slaves, as well as slaves in many parts of the world, that they were given both the tool to strive towards emancipation and also to use that emancipation in the long process of developing. And it is also true for girls and women all over the world. The census in Micronesia and Guam show us it is also true of girls and women in our region. They, who frequently have less opportunities to develop literacy, are one of our challenges in the region right now.

It is particularly an honor for me to have an opportunity to speak to PIALA for a few moments today. When I came to Micronesia in 1981, almost 20 years ago, I brought with me a lifetime of opportunities to learn with people I loved and trusted in library settings. I have very warm memories of going to the little Carnegie Library in Kingman, Kansas, with my grandmother during my summer vacations. And for those of you who don't know what a Carnegie Library is, that was sort of like our canoe for literacy in rural areas in the United States. The Carnegie Foundation set up small libraries all over rural areas in the United States where there had been none before. And that's rather similar to the work that you are doing in many places today. And of course, I remember the great excitement of walking for the first time through the stacks of a university library at the University of Wichita, Kansas, when I was a high school student. I also remember the still greater excitement of working with the materials in the Hamilton Library at the University of Hawaii when I first began my academic career. Now probably, every one of us in this room has worked with the urgent needs in Micronesia for accessing worldwide information as well as the need for archives of indigenous language materials and culturally relevant materials in our region. And I want to urge you to attend to those needs, particularly for archiving the indigenous language materials of our region and those materials that are culturally relevant to us.

I noted with interest the remark that Speaker Unpingco made about the burning of the library in Alexandria all those centuries ago, and note the importance once again of democracy and the link of democracy to literacy and libraries. And I was reminded of the historical fact that there was a very sad day a number of years ago when the Naval Administration of Guam burned Chamorro language dictionaries. And you can see that our increasing democracy and opportunity to promote the indigenous languages and cultural materials of our region are a signal that democracy and self-determination are growing in our region. And so let's keep that aspect of it moving along.

As a university academic administrator, I see the fruits of the work that you do every year of the learning lives of the students who come to our university. And I share with you the sense that so very much more must be done, to both catch up and to be fully involved in this era of information technology. But I am here primarily to congratulate you on your achievements, your remarkable dedication. I've been in many of your libraries and I've seen them develop and grow in spectacular ways in the last 20 years. I know what that dedication has done. I wish to toast your perseverance and to especially congratulate you for collaborating with the 13th Annual Language Arts Conference. Congratulations for establishing this important organization; for establishing real libraries throughout Micronesia and the greater Pacific region; for expanding collections in school and community libraries; for bringing technology and systematic organization to our libraries which is not a small feat; and for inspiring all of our learners to nourish their drives for knowledge. Please call on the University of Guam and the College of Arts and Sciences, and myself and my faculty in particular, if we can ever be of assistance to you, and I say that sincerely.

Dankolo na si Yu'os ma'ase. Buenas suette on the joint conference of PIALA and the 13th Annual Regional Language Arts Conference. And I will borrow a saying from Senator John Salas, *"Biba Guam, Biba PIALA.*

Honorable John C. Salas
Senator, 25th Guam Legislature
Hagåtña, Guam

Hafa adai, iokwe iok, ungiil tutao, mogethin, raninim, kaselehlia min ko, duo, bula bula, magandang umaga po and *aloha.* Consul General Muñoz Rosal, Dean Spencer, Dean Steer, Dr. Thom, Vice-Speaker Larry Kasperbauer, ladies and gentlemen. The very fact that we can take the time at the beginning of our remarks to give greetings in a number of languages points out our diversity. We've heard from the speakers this morning that there is indeed the technology, there is indeed the movement forward, but like many movements, we cannot, and should not forget from where we came. And that was the point that I raised six years ago when I was the keynote speaker at this organization. Back then, the perception of PIALA was that its members were just a bunch of librarians, and librarians should be better read than seen, right? And in the

case of institutional budgets, organizational budgets or even governmental budgets, you are number 25 on a list of 24 priorities. So my talk then was focused on "reflections on the gift of pickled papaya," with all apologies to W. Somerset Maugham. [Points to jar of pickled papaya.] But this jar here represents what we are all about in the Pacific islands. While we may have all the resources, we may have all the technologies, we may have all the people, we may have all the intelligence and knowledge, it all boils down to what you see in front of you. The papaya itself represents a product of our island. In some islands it may be the coconut. In the Marshall Islands it is the soft growing portion of the coconut beaten with sugar and canned milk which becomes sherbet when put into the refrigerator. In Pohnpei State it is the *sakau*, which is a symbol of its culture. In Palau it is the Rock Islands and fish. So every one of us have very simple products that are representative of our islands and our culture.

And in Guam and the Marianas, the papaya is that representation. Now what this represents then is that you can take the papaya and you can use it in a variety of ways. However, the papaya is such a very sensitive type of fruit that you have to prepare it the proper way. The man who prepared this is sitting over there. James, could you stand for a minute? He spent all day yesterday finding the proper fruit, finding the proper texture and cutting it the proper way. And that was just the first part. The second part was being able to mix the ingredients with such a delicate balance that what you would have today is something that would be delicious to any palate. And that represents what we are, ladies and gentlemen. We take our simple process, we take our simple product, we apply to it what I refer to as native intelligence, we apply to it also common sense, and what we have is something that can be enjoyed by all.

So I echo the Speaker and Dean Spencer's comments, that it isn't just a matter of burning books. What happens if you don't even have the books? In this day and age, we know that sometimes that's an impossibility, but I've been on islands where there aren't even any books, where the library consists of an elder sitting there reading a book to the young. How do you get that person on to the Internet? So the challenge that I leave with you today, the message that I bring is please discuss the technology, discuss the forward momentum, but never, never, never forget your roots, and never, as we are prone to do, discard them because new is better. When I appeared at this organization the last time it was in Guam, I made a speech, I made a delivery, and then just a year later, I changed jobs and I went to the Legislature. I stand before you today ready to change jobs too because, as the Speaker pointed out, he was glad he was a victor, but in this life where there is a victory, there is also a defeat, the *yin* and the *yang*. And my friends here would say, "I'm sorry," but there's nothing to be sorry about because that's the process of democracy we talked about, that people have a right to say. And if I were to be sorry, then I would be no better; I would deserve to have lost it. I will move on. We must move on. But we have to take and apply what it is we have, for the betterment of our people. Your convictions, your principles, will all speak for themselves. And if you do any less than that, then you will simply be those librarians in back rooms. But you are not because learning resources is learning and the very heart of learning itself.

So thank you very much. To our Hawaiians, *Mahalo*. And thank you very much for the opportunity of letting me talk today. Enjoy the papaya. I'll pass it out to the end table here. I

think there's enough for everybody. So take two and if there's any left, you can have it. But join me in celebrating a gift of life. Thank you.

Paul J. Steere
Dean, Learning Resources, University of Guam
Mangilao, Guam

Distinguished guests, all of our visitors, the people that come from afar, and our educators, secondary, higher education, and librarians, who are also educators. One of the things that I'd like to talk about is that recently we've been talking about how expensive libraries are, and they are expensive. And libraries do not make money; the only thing they do is spend money, if they have the money to spend. Now what is the actual cost of a library? It varies pretty much to just how much you are going to give the library. And so I think that many of our leaders look on libraries as a bottomless pit, that you can give them a lot and it just disappears and you can give them a little bit and not quite so much disappears. But if you look on a library as an invisible group of faculty, an invisible group of teachers, your offline teachers, here you have – not books, not audio-visual materials nor new technology. Whatever package, whatever format that it's in, it is human knowledge that is being passed on from somebody, with all their faults or strengths or weaknesses, onto the next group of readers.

If you have made an effort to build a good library, you have something that nobody can take away from you. Now you do have to keep it up to date, you do have to measure up to technology, but technology in the future, as somebody said, is already here. It's just unevenly distributed, so that you have to find out those mixtures that are good for your library. Now I was talking about the cost of a library and the fact that it's an invisible faculty. If you would look at the fact that you have to pay this invisible faculty, for the price of one, two, maybe three FTE positions, you could have a very respectable library in almost any place. And that's the price that a lot of people do not seem to be willing to pay. If you pay a little more, you get more.

And so we get to the fact that we're talking about books, we're talking about journals and periodicals. And now we're going to talk about the Internet. Somebody has to put the information on the Internet. Are we going to be a society where a very small handful of people are reading the books, translating or interpreting them and putting them on the Internet for other millions of people to read? We have to move on to the following question: when was the last time you sat down and read a hundred pages on a computer screen? When is Dr. Thom's son going to pull off *Moby Dick* off the Internet? The knowledge comes in so many packages and forms. Literature is always going to be with us. And I think that *Moby Dick* is a very appropriate reading because I remember an old, well, former, I should say, professor of mine, Professor Potterman, political science, who referred to *Moby Dick* as the most subversive piece of literature in America. Whether you view it as an allegory of humankind's relationship with God or humankind's relationship with government, it is a stirring story . It was also a very fine story at the time. And the serendipity of being able to find knowledge is something that libraries

have. But those libraries do not happen by accident; they happen through skilled people who are purchasing those books, indexing the books, and organizing them. And so a library needs skilled people. In addition to having those invisible faculty members, you're going to have to have a few of the librarians around to make sure that this can be organized. An unorganized library is not a library, and that's the difference that we have to act on.

Anyway I have now made my introduction to you. I am the last speaker. I welcome everybody here to Guam. Anytime that you come through, please come out to the university and the library there. Recently we have embarked on many measures. We have received new funding, courtesy of the legislature and the university. And I think that you'll be seeing a new image of the university library, especially in inter-library loans, and that's something that Arlene Cohen has been doing. Finally I want to thank the conference organizers. They are the ones who have been doing the work. And it's kind of them to say that I've had a nice role, and anything that I could have done I did. So thank you very much. And again, everybody, welcome to Guam.

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Introduction of Joint PIALA and Language Arts Conference
Keynote Speaker

Marilyn C. Salas
Dean, College of Education, University of Guam
Mangilao, Guam

Good evening. This conference couldn't have been as successful as it has been thus far if it weren't for the efforts of the conference organizers. And it is this evening and tomorrow that PIALA and Language Arts conference organizers and participants get together. I'd like to recognize from PIALA Arlene Cohen from the [University of Guam] RFK Library and Christine Scott-Smith from the Guam Public Library and from the Language Arts Conference, Clarisa G. Quan from the [University of Guam] College of Arts and Sciences; Catherine Stoicovy from the [University of Guam] College of Education; and Edna Flores from the [University of Guam] Center for Continuing Education and Outreach Programs. It also couldn't have been this successful without the secretarial support of Terry Jesus, Claire Terbio and Antoinette Gibson. And we wouldn't have had this delicious dinner and all the other good stuff if it weren't for Mr. Tony Leon Guerrero of the Bank of Guam. So we thank you all.

I now have the honor of introducing our keynote speaker for this evening. It's something that I've always wanted to do. We should first congratulate him for his victory as Congressman from Guam. Congratulations to you.

I've watched him as I've grown up at the University of Guam. His history involves moving from education to politics. In 1972, he was a high school teacher. In 1992, 1994, 1996, 1998 and 2000, he was elected to the U.S. House of Representatives. In 1975 he challenged the *Daily News* for their English-only publication policy. In 1995, twenty years later, he opposed the Congressional English-only legislation. In 1996, he received the Citizen of the Year Award from the National Association of Bilingual Education.

Dr. Underwood has written, published and presented hundreds of articles, papers and speeches. Many of those articles, speeches and papers have been on Chamorro culture, history and language, bilingual education, language preservation and the effects of colonialism. These topics go down the line with all that we do with PIALA and the Language Arts Conference. They reflect our issues and concerns here on Guam.

In the 103rd Congress he was responsible for the Guam Excess Land Return Act, the Asan Bay

Overlook and Memorial Wall names. He incorporated the experience of the Chamorro people into Guam's War in the Pacific National Historical Park, and that's something important.

Dr. Robert Underwood was born on July 13, 1948, in Tamuning. He attended the John F. Kennedy High School in Tumon and he graduated in 1965. Congressman Underwood received his Bachelor of Arts degree in history in 1969 and his master's degree in 1971 from California State University. He became a George Washington High School teacher in 1972. He worked for the Guam community as a teacher, an administrator and curriculum writer. In 1976, he became a faculty member at the University of Guam. After receiving a doctorate degree in 1988 from the University of Southern California, he became the Dean of the College of Education. In 1990, he became the Academic Vice President of the University of Guam. Ladies and gentlemen, Guam's delegate to the U.S. Congress, the Honorable Robert Anacletus Underwood.

Elected Officials and Education:
The Meaning of Being a Political Priority

Honorable Robert A. Underwood
Congressman, Guam's Representative to the United States House of Representatives
Washington, D.C.

Buenas noches, hafa adai, alii. It's very interesting that I get introduced as the Honorable Robert Underwood or the Honorable Robert A. Underwood. One of the most ironic things about life is that while I was in the teaching profession for twenty years, nobody ever called me *Honorable* then. But you put your name on the ballot, you get more votes than the other person, you're honorable. Yet there's no more honorable profession than that of teaching, and there's no more honorable people than the people I see here this evening.

But I still think of myself as a teacher. In Washington D.C., I just have a new group of students. Most of them are in Congress, either in the House or in the Senate. Some of them lost the election the other day. I'm not too sad about some of that. But actually what happens in Congress is that over time you learn a great deal about politics and you learn a great deal about people. And you also learn that at the end of the day people can genuinely disagree about some very fundamental issues in life and society and in governmental institutions, and still be able to deal with each other in a very kind, generous and caring way. And one of the sad parts about it is indeed, there were some people I know fairly well who have recently lost their seats not only here locally but also in Washington, and it's a very painful process.

So it's a very humbling experience to put your name on the ballot, but not as humbling as being in front of the students. You know, sometimes people say that teaching is rocket science. Or sometimes you hear people say, "This is not rocket science." Well, I believe teaching is rocket science. And that's why language arts is so important and so fundamental to the entire nature of the teaching enterprise, because no matter how you slice it, teaching comes down to some kind of interactive moment. And that interactive moment between living and breathing human beings is the kind that moves mountains, that opens doors, that expands minds, that expands horizons, that cannot be met in any other way. So language arts teachers have a very fundamental role in the nature of education. And I always say, even though I wasn't a language arts teacher, I was involved in bilingual education, and that's basically involved in language teaching.

The best memories of teachers that I had were language arts teachers. I had Mr. Black who was my teacher in the tenth grade. He forced us to write an essay every week. Up to that time I did

okay in school. I had gone to school here in Guam, I had gone to school in California for five years, and in the sixth year I was still doing well in school. But what Mr. Black did for me was open my horizons in ways that I had never thought possible. And based on that, based on forcing me to write essays, I also learned how to talk in front of people. Although if you come from my family, that's a skill that you also acquire in my home.

I tried to think of something to impart to you about the nature of politics and the way it interacts with the nature of the educational enterprise. If you listen to the presidential debates or to any kind of presentation by an aspiring or elected official, he'll say, "Education is my number one priority," and then, "Fighting crime, that's my number one priority." Or, "And did I neglect to mention that preserving Social Security is my number one priority?" Or, "And building a good, sound health care system, that's my number one priority."

Well, as it goes along you start to disbelieve politicians because how can you have four or five number one priorities? And it all becomes like a cacophony of noise. But I want to give you an insight as to how a politician views priorities. Politicians and elected officials view priorities not as opportunities to shape policy but priorities as opportunities to shape public opinion. That's the motivating factor.

I want to explain that a little bit. If I tell you that I have education as my priority, I have legitimacy to say that because education is my professional background. I'm very comfortable talking about it. But if I found out through internal polling or some other vehicle or in the general social climate of Guam that health care is a bigger issue, and I tried to tell you that health care is my number one priority, it would be done more in the spirit of trying to shape your impression of me rather than actually explaining what policy I'm pursuing. So it's a communication game. It's a communication and it's a kind of interaction.

One of my dearest friends in Congress represents a district in Michigan. He tells this story frequently about communication. There was this bank robber in a small town in Michigan. The bank robber goes in, robs the bank and goes out the back. He's running down the alley. They catch up with him. The police take him down to the police station. He doesn't have the money with him. They find out he doesn't speak any English. He speaks only Ukrainian. So they go find a Ukrainian speaker in town. The chief of police calls them in, calls in the Ukrainian speaker and calls the bank robber in. He tells the Ukrainian speaker, he says, "I want you to tell this guy that I mean business. I want you to ask him, 'Where's the money?'"

The answer comes back through the guy translating, "I don't know what you're talking about." The chief of police gets flustered and pulls his pistol out, lays it on the table. He says, "I want you to tell that guy I mean business. I have my pistol on the table." The translator turns around and speaks to the bank robber, tells him this whole thing. The bank robber says, "Gee, I don't know what you're talking about." The translator turns around, tells to the chief of police, "Gee, I don't know what you're talking about." The chief of police then picks up the pistol, puts it right at the head of the bank robber, "You tell him that if he doesn't tell me where the money is, I'm going to blow his brains out right now." The translator turns around and tells the guy, "Look,

the chief of police says if you don't tell him where the money is, he's going to blow your brains out right now." The bank robber tells the translator, "I put the money in the dumpster behind the drug store." The translator turns around and says, "Go ahead and shoot. I'm not afraid."

Now there's a lesson in there about communication. There's a lesson in there about using an intermediary in communication. And there's a lesson in there about the role of teachers in life. And when you are a teacher and you're involved in the enterprise of communicating information, you have a very serious responsibility to move that along.

I want to add to that about our own work in Congress and just outline a few things that we're trying to work with. I'm very interested in working the issues of the digital divide. This is one of the things about access to information. And by the way, I just wanted you to know that I invented the Internet at UOG. And Arlene [Cohen, University of Guam RFK Library] will vouch for me. That's what happens when you get into elected office. I was trying to tell that to Helen [Whippy, Acting Academic Vice President, University of Guam], but she said, "No, I thought it was more the informal grievance procedure. I think that's what you invented at UOG."

But I'm very interested in issues of the Internet and access to the Internet and the digital divide. It's one of the most disturbing things as we try to look at access to information and as we're able to gain access to information through new forms of technology. My own office is trying to do this through televideo conferencing and trying to do other things similar to that. We had Speaker Newt Gingrich, when he was Speaker, on televideo conference back to Guam. We had Secretary of Education Dick Riley on a televideo conference back to Guam. And we try to do various things using technology. But of course, the source of most information today will come from the Internet. And one of the most disturbing situations we have is that there's not equal access to the Internet. There are issues of having the hardware. There are issues of income level. There are all these and other attendant issues to it.

I did want to touch a little bit about bilingual education which I worked on professionally for a long time and which Alma Flor Ada [University of San Francisco] and others have worked on for a long time. It's a phenomenal kind of education and it's also a phenomenon that we must try to give life and sustenance to. In my own efforts in terms of dealing with that, in the mid 90's there was a great English-only movement, English-only legislation that was part of the *Contract with America* brought in by the Republican revolution of 1994. And so they had endeavoured to pass this legislation to make English the official language of the United States. And I always figured that this had less to do with language learning and more to do with discomfort with the enormous social changes that are occurring in the United States. You know, by the year 2050, there will be no majority ethnic group in the Unites States. It's a country undergoing rapid and dramatic changes. Asian-Pacific Americans are the fastest growing ethnic group in the country. There are just a lot of demographic changes going on in the United States.

So sensing that the real reason for this was the inability to deal with rapid change, I said, "Well, it's only a symbolic act." And what they really are concerned with – and I read this in a

restaurant magazine - is that salsa had overtaken ketchup as the condiment of choice. You know, people would go into Denny's saying, "Hey, give me some of that salsa. I don't want any of that ketchup. I want salsa." People were doing that across the country. Salsa was actually outperforming ketchup. And I figured, well, that's a bigger threat to American culture than languages other than English. So tongue in cheek, I introduced a bill that would declare ketchup the official condiment of the United States. And much to my surprise, there were some members of Congress who wanted to sign on for that. They were coming out saying, "Can I sign on to that legislation? I'm really concerned about that."

But of course, it was meant to be tongue in cheek and it got a lot of notoriety. And I told people, "You know, don't worry. It's salsa. Next it's going to be soy sauce. There are all kinds of things out there that are just changing." People are changing in the way they perceive themselves, changing the way they live. And so in that sense I think we've got that particular battle conquered. Indeed, there are forces within American society that are in a period of adjustment and reformulation, rethinking what it means to be American. As we look into this new 21st century, the definition of what is an American today is being shaped and refashioned in ways that were simply unthinkable when the country was founded over 200 years ago. And in a way, a very special way, it is a reflection of not the weakness of America but the strength of America.

And as we think about it and as we reflect about the political scene today, we know that even as we speak we don't know really who has been elected President of the United States. But even as there is consternation and even as there are accusations about voting irregularities, there is no constitutional crisis. There is no crisis of confidence in the American people who believe that in the end the right decision will be made. And that speaks to the strength of the American democracy, it speaks to the strength of the American character and it also speaks to the vitality of the society. And so as we reflect upon that, as we think about information sources, as we think about language arts, as we think about what we can do to move children and young people to expand their horizons, I want you to know that education is my number one priority. Thank you very much.

Introduction of PIALA Keynote Speaker

Arlene Cohen
Associate Professor, Circulation and Outreach Services Librarian
Robert F. Kennedy Memorial Library, University of Guam
Mangilao, Guam

It is with the greatest of pleasure that I introduce Norma Amenu-Kpodo, today's keynote speaker. I first met Norma in 1998 at an IFLA (International Federation of Library Associations and Institutions) Conference in Amsterdam. We both serve on the IFLA Roundtable for the Management of Library Associations (RTMLA) and share a mutual interest in library associations in developing areas. From the first time I met her, I listened to her beliefs and feelings about library associations and treasured her insights and ideas.

At this PIALA Conference, we have been talking a lot about canoes and how canoes are ways to do things. Well, for me and for IFLA and PIALA, it's more about buses. Many of you will remember the PIALA Conference in 1997 when Tuula Haavisto came from Helsinki, Finland to Pohnpei to do a workshop on library advocacy. This happened because in 1996, Tuula and I sat together on a bus together in China after the IFLA Conference in Beijing and I said, "Would you like to come to Guam?" Not knowing where the 1997 PIALA conference would be held, I knew she would at least need to pass through Guam if she took me up on my invitation! And, much to her amazement a year later, she did come to Guam on her way to Pohnpei in 1997. Well, Norma and I sat on a bus together in Jamaica this past February after an RTMLA meeting and again, this time to Norma, I said, "Would you like to come to Guam?" And she said, "I will. We can." She did and I am just absolutely thrilled.

Norma shares my passion and my interest in the development of library associations and has spent much of her professional life working for their improvement. She has been the Honorary Executive Secretary of the Commonwealth Library Association since 1990 and is a member, as I said, of the IFLA Roundtable for the Management of Library Associations. Additionally, she is a member of the Executive of the Jamaica Library Association and the Professional Societies Association of Jamaica. Norma is currently deputy campus librarian at the University of West Indies library, Mona campus. After spending 14 years as a librarian at the University of Ghana, she joined the staff at Mona in 1990. She's a graduate of the University of Saskatchewan and University of Toronto in Canada with a B.A. in history and French, and a Bachelor of Library Science. She has several published articles to her credit and has traveled in Africa, Asia, Europe, the United States and the South Pacific. Most recently she was in New Zealand for a meeting. Please join me in warmly welcoming Norma Amenu-Kpodo.

Library Associations in Developing Countries:
The Caribbean Islands as a Point of Comparison with Micronesia

Norma Amenu-Kpodo
Executive Secretary, Commonwealth Library Association
Kingston, Jamaica

Introduction

Distinguished guests on the platform, other specially invited local and international guests, colleagues, I feel honoured to be invited to participate in PIALA's 10th Annual Conference. I bring you greetings and good wishes for a successful conference from both the *Commonwealth Library Association* (COMLA) as their Executive Secretary; and from Jamaica, the country hosting the COMLA Secretariate. Let me indicate at the outset that the words *West Indies* and *Caribbean* are used synonymously and that no special distinctions are made. One refers to the land mass and the other to the sea which borders the islands.

I would like to begin the presentation with the following quotation:

> "People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and if they can't find them, make them." (Shaw, 1970, p. 310)

As librarians, archivists and teachers, I would like us to bear this in mind throughout the presentation. We must not be overwhelmed by our circumstances whatever these are. We must embrace them, be proactive, positive and creative if success is to be the ultimate goal.

Challenges Facing Library Associations

Library and Information Science associations have been the bedrock of the library and information profession in most societies and have, through the years, played a valuable leadership role in the development, promotion and improvement of library and information services, and in the profession of librarianship. Their concerns with formal and continuing education, intellectual freedom, equity of information access, copyright standards and guidelines are well known. The theme of this conference - *Libraries and Archives: Where Information and Language Literacy Begin* itself amplifies the historically important role played by libraries and archives in the development of society.

Despite the important role associations play in developing countries, library associations face many challenges, especially in today's rapidly changing, technologically-driven information environment. Some of these relate to scarcity of volunteer help, increasingly complex working environment (which reduces the time available for external activities), intensified competition for limited and diminishing resources, and the emergence of a philosophy of association irrelevancy among new entrants to the profession.

The idea of faltering associations was first explored in 1997 and a paper was presented at the *International Federation of Library Associations/Round Table for the Management of Library Associations* (IFLA/RTMLA) mid-year meeting in Chicago, Illinois (Amenu-Kpodo, 1997). Faltering associations referred to the idea that in some library associations, despite promising beginnings, a period of decline or internal turbulence appeared to have set in. This was causing some library associations to lose their momentum. The paper also suggested that injections of assistance from international library associations like IFLA and COMLA were necessary to assist some of these associations in regaining their vibrancy and provide leadership to their members, to library patrons and to society.

The idea that some library associations were experiencing problems was further explored in 1998 when Michael Wooliscroft, Librarian, University of Otago, New Zealand and I conducted a survey and produced a report on library associations (Amenu-Kpodo, 1999). This revealed that, despite regional differences, varying geographic situations, economic conditions and population size (that is, between Asia, the Americas, the Caribbean, Africa, Europe and the South Pacific), all library associations which responded from the developing countries manifested an array of similar problems. Among common factors identified were lack of permanent offices, communication problems, weakness in advocacy, apathy of members, declining numbers and weak management.

From the responses received in the survey mentioned earlier, it was observed that several associations engaged in sporadic, piecemeal activities rather than in holistic, well-planned and continuous initiatives. This phenomena is cause for concern. To position associations for continuity and growth, library association leadership in many developing countries will need to look inwards and devise strategies that will lead to stability and development if the downward trend is to be reversed. It is clear that much more can be achieved with assistance from external sources, but there is also a need for associations to reassess priorities, restructure and realign for impact and influence.

Micronesia & The Caribbean

Micronesia, from the Greek *mikros* "small" and *nesos* "islands" meaning tiny islands, is composed of 2,200 small, volcanic and coral islands, spreading over 7 1/4 million square kilometres in the Central and Western Pacific Ocean. The total landmass of 1,900 square kilometres with a population of approximately 300,000 presents a striking contrast with the West Indies.

This latter group forms a chain of islands that divide the Caribbean Sea from the rest of the Atlantic Ocean. The area, with a total landmass of 567,822.2 square kilometres and a population of over 35 million, extends from the tip of the Florida Peninsula to the Northern Coast of South America. Cuba, with 110,860 square kilometres, is the largest island and Saba, with 13 square kilometres, the smallest.

Like the West Indies, successive interventions by the colonial powers have had an impact on the history, culture and economic development of the region. Unlike the West Indies, where four European languages: English, Spanish, French, and Dutch (see Appendix 1), and several dialects are predominant, Micronesia has ten primary language groups, with English as the predominant colonial language.

Although history has left the West Indian countries largely divided politically, economically and linguistically, some regional organisations like the *Caribbean Community and Common Market (CARICOM)*, in the absence of a West Indian Federation, has had a regionally unifying impact.

Similarities are to be found between the Caribbean and Micronesia in tropical climate and vegetation. Tourism, agriculture (especially sugarcane and bananas) and some mining are the economic mainstays of the Caribbean. Like Micronesia, there is some fishing, but not to a very large extent. Natural disasters -- hurricanes, earthquakes and volcanoes -- pose threats within the Caribbean region in much the same way that typhoons and volcanoes do in Micronesia.

Library Association Scene in the English Speaking Caribbean

The library association scene in Micronesia may be similar in many respects to that of the English speaking Caribbean, where one finds small national associations or groups varying from a membership of 2 to 200 professionals, a regional association and international associations with regional divisions. Additionally, one finds in the Caribbean a few special associations which cater to the needs of specialist groups. These are either independent or sections of the larger national association; or, in one instance, a chapter of an international association.

National associations attempt to cater to member's needs within a country, e.g., *Jamaica Library Association* (JLA)[1], *Library Association of Trinidad and Tobago* (LATT) and *Library Association of Barbados* (LAB). There is also a regional association, *Association of Caribbean University Research and Institutional Libraries* (ACURIL), providing for the needs of library professionals in several countries. International associations like the *International Federation of Library Associations and Institutions* (IFLA) and the *Commonwealth Library Association* (COMLA) also operate in the region. These organisations have world-wide interests and have a Division/Region devoted to the Caribbean. A limited number of associations devoted to the interests of librarians within specialised areas exist, such as *Caribbean Association of Law Libraries* (CARALL), in existence since 1984 and currently based in Barbados. The latter types are independent, although there are also specialist groups such as the *Schools Library and Special Libraries Section* of the *Jamaica Library Association* which is more dependent on the national association.

In Jamaica, there is also the Jamaica chapter of the *Association of Records Managers and Administrators* (JARMA), founded in 1995. Of interest too may be the situation in the smaller Caribbean islands, where there are too few librarians to form an association and where there is a coming together of persons interested in promoting libraries and librarianship. In Montserrat for example, where there is currently one librarian, the supportive efforts of the *Alliouagana Library Friends Group*[2] in education, training and fundraising for outreach activities, help to keep the library profession profile high.

One finds that all these organisations make important individual contributions to the profession in the Caribbean. However, if all these international, regional, specialist and national association/groups were to set themselves the task of co-ordinating and complementing the activities of each other, the synergy within individual associations would be much greater and the visibility, vibrancy and sustainability levels of all associations would likely be much higher.

Jamaica Library Association (JLA) - National

A typical example of a small, under-resourced national library association with a success record is that of the *Jamaica Library Association*. Founded in 1950, the association is celebrating its 50th anniversary this year. It is the oldest national library association in the English speaking Caribbean. Its objectives, as stated in its information brochure, are as follows:

> "• To unite all persons engaged in or interested in library work
> • To enhance the image, status, and reputation of the profession
> • To attract and retain membership of the majority of information professionals operating in Jamaica
> • To promote libraries and the information profession
> • To influence government policies and legislation impacting on information management
> • To promote a high standard of education and training of library personnel, and,
> • To encourage co-operation between libraries." (Jamaica Library Association, 2000)

As a numerically small association of approximately 270 members, it has had a good track record over the years. Among its successes have been its influence in establishing the Library School at the University of the West Indies, and its role in creating a national information system, resulting in the establishment of a *National Council of Libraries Archives and Documentation Services* (NACOLADS).[3] In more recent times, its mentorship programme has seen 17 librarians from the *Association* participating in the *University of the West Indies Mentorship Programme* for students and other librarians. The Association has also initiated a mentorship programme in a home for delinquent girls.[4]

The Association has scored very highly in the area of standards, as it has published separate standards for school, special libraries and college libraries.[5] Some of its efforts in other areas are also resulting in better attendance at quarterly library meetings. However, in the areas of resourcing, public information, legislative change, advocacy promotion, and social outreach, a more proactive approach is needed. With the formation of an *Advocacy Committee*, it is expected that some of these matters will be addressed more consistently. Recent emphasis on the recognition of contributions of institutions and individual members to the growth and

development of the profession is attracting the interest of many members, suggesting that such recognition may be one way of encouraging greater participation in association activities.

The *JLA's Draft 2000/2004 Strategic Plan* focuses on:

- Significantly increasing and retaining members;
- Widening the *Association's* sphere of influence to achieve greater impact and better results;
- Developing a strong financial base;
- Developing and promoting a positive image;
- Developing and strengthening the Association's administrative structure; and,
- Strengthening international linkages.

These developments certainly augur well for the future growth of a small association that has just begun to bounce back from a period of decline in membership enrollment and engagement.

The Association of Caribbean University, Research and Institutional Libraries (ACURIL) — Regional

ACURIL, formerly *Association of Caribbean Research Institutes and Libraries*, is a regional association serving the interests of professionals of all countries and all language groups in the Caribbean Region. It originated as part of a movement for co-operation at the university level by the *Association of Caribbean Universities* (UNICA) in the 1960s. The association was formed at the first meeting of librarians from university and research libraries in Puerto Rico in 1969, but over the years, ACURIL's membership has been extended to embrace school and public libraries, as well as special libraries, reflecting the realities of information provision in the region.

Its major objectives, as stated on the ACURIL WWW page, are:

> "to facilitate development and use of libraries, archives, and information services, and to identify, collect, and preserve information resources in support of the whole range of intellectual and education endeavours throughout the Caribbean area;
>
> to strengthen the archival, library and information professions;
>
> to unite information workers in them, and to promote co-operative activities in pursuit of these objectives." <http://acuril.rrp.upr.edu/que.htm>

ACURIL has a wide membership base of institutional, organisational and personal members. For each of these groups, provisions have been made for affiliate membership for those not living within the prescribed geographic area of the Caribbean archipelago, that is, the mainland countries (including the Guianas) and states of the United States of America which border the Caribbean and the Gulf of Mexico.

Each year, ACURIL holds a conference in different countries of the region as is done by PIALA in Micronesia. The conference aims to promote themes of interest to library and information services in the Caribbean, to encourage studies of topical issues in the profession, and to facilitate improved communication, information exchange and co-operative projects. The annual conference is attended by some 300 or more librarians from the entire region, and the accompanying pre- and post conference workshops and exhibits are well subscribed. Conference proceedings are normally published annually, but for some time now these have not been issued.

The ACURIL conference has attracted the participation of many professionals in the region through its strong continuing education offerings on topics of interest to the library community, and the opportunity it provides for networking and resource sharing. However, many professionals in the Caribbean region still do not have a close affinity with ACURIL. Possible explanations for this are: (1) The inability of some professionals to afford attendance at conferences held outside their country; (2) the perception of inactivity between conferences; and, (3) the fact that some find participation of limited value because of language/translation challenges or lack of interest in some of the topics discussed.

Efforts should be made to encourage the study of a second among the region's four major languages to minimise the effect of language barriers on formal and informal communication and networking. ACURIL will also have to devise strategies which will result in a higher profile of activities between conferences and will offer more financial support to promising young professionals who cannot afford to attend this very important conference.

International Federation of Library Associations and Institutions (IFLA) – International

Founded in 1927, IFLA seeks to promote international understanding, co-operation and research in all fields of librarianship. It also seeks to be the international spokesperson on the profession. The Caribbean has benefited from the activities of many of its Boards and Round Tables. However, the activities of its *Division of Regional Activities for Latin America and the Caribbean*, its *Core Programme for the Advancement of Librarianship in the Third World* (ALP) and the *Round Table for the Management of Library Associations* (RTMLA), deserve special mention in relation to the promotion and improvement of library and information associations in the Third World. In Micronesia, both the *IFLA Division of Regional Activities for Asia and Oceania* and the ALP have contributed much to the improvement and promotion of the profession in the region. The IFLA RTMLA has played an important role in fostering activity that improves the management of library associations through its workshops, seminars and publications. The exposure given to association leaders in developing countries through their participation in the *Round Table's* deliberations, is also very beneficial.

The work of IFLA has been invaluable in training librarians from the Third World, and its recent awards of *Danida Fellowships* have gone a long way towards helping young Third World professionals to gain exposure in international librarianship. Very encouraging are recent efforts that have resulted in reduced registration fees for Third World IFLA members attending its annual conference. Hopefully, these IFLA initiatives will encourage national and regional

associations to plan for and facilitate member participation in events that foster professional development.

Commonwealth Library Association (COMLA) - International

Founded in 1972, COMLA is primarily an association of national library associations spread over 52 former British colonies in the continents of Africa, Americas and the Caribbean, Asia, Europe and the South Pacific. It seeks to serve the interests of library associations in the Commonwealth by promoting the interest of libraries and librarians and by facilitating networks for information delivery. In the Caribbean, the islands of Anguilla, Antigua & Barbuda, Bahamas, Barbados, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Jamaica, Montserrat, St. Christopher & Nevis, St. Lucia, Montserrat, St. Vincent & the Grenadines, Trinidad & Tobago, and the mainland territories of Belize and Guyana, fall within the Commonwealth. Many of the islands do not have enough members to form an association. To foster the growth of a national library association in such countries, COMLA has taken a policy decision to accept not only established national associations as full members, but also institutions willing to carry on the functions of an association in the absence of one. This has been useful in supporting networks within the islands and in setting up a platform on which future library association activities may be developed. COMLA also hosts a regional meeting once each year, and also uses the ACURIL conference, attended by many of its members, to facilitate the annual COMLA regional meeting/workshop.

In the South Pacific, the following countries are members of COMLA: The Cook Islands, Kiribati, Solomon Islands, New Zealand, Papua and New Guinea, Tonga, Tuvalu, and Samoa. COMLA has been criticised for not having a strong enough profile of continuous activity in the regions it covers and has itself just emerged from a period of difficulties. A concerted effort on the part of the executive to create a new set of circumstances has been instrumental in bringing about a positive change in the last three years. Among the measures taken were the following: engaging in more dialogue with members, strengthening its organ of communication - the *COMLA Bulletin* (formerly *COMLA Newsletter*), improving its continuing education offerings, expanding membership through the introduction of a personal membership category and undertaking constitutional changes to make COMLA more viable. Membership fees have been kept low to encourage membership participation. But a more rigorous collection of membership fees is being emphasised to facilitate programme activities. The key words for the future are *change* and *action*.

Areas for Action

There are several key areas in which focus is needed if associations wish to strengthen their capacity and capability to act as leaders in the profession. These areas will be discussed in this section.

Membership

Members are the most important resource of any organisation - without them there is no association. With them, everything that seems attainable becomes possible, and it is in this context that library associations everywhere should seek to increase their membership. The most powerful associations are those that have been able to garner all the members they possibly can.

Membership of an association means participating in its activities, not merely being an observer. According to Elizabeth Watson, "... in too many library associations in the 3rd world the same people are left to do the work while others remain on the sideline, castigating, criticising and condemning" (Watson, 2000, p.12). Many of these energies obviously need to be brought on board the association by having holistic programmes aimed at retaining the current membership while actively recruiting new members. Successful associations usually try to gain new members on a continuous basis year round and use every opportunity to recruit new members. In many of our countries, the tendency is to start a membership drive when it is evident that a membership decline has set in. As we know, true membership increase cannot either be attained or sustained with such sporadic efforts.

Membership Development

Membership development speaks to the welfare of the profession as a whole and to that of the individuals who practise the profession. The objectives that are set by associations become indices to members' expectations and associations are held to account if these objectives are not realised. Non-attainment of objectives results in a loss of confidence by members in an association and its affairs.

The COMLA seminar *User Education for User Empowerment*, held in Christchurch, New Zealand in October 2000, highlighted the role of librarians as intermediaries and information counsellors in the age of information overload. Yet, few librarians felt equipped to assume the leadership role in the area of *information literacy*. While it is generally acknowledged that continuing education is a shared responsibility of the individual and his employing institution, library associations need to focus on this as an area of primary importance and concern. There is an obligation to see that association members are kept current and updated in the issues of the profession. The average citizen does not accord respect to a lawyer who does not know that the law has changed, or to the doctor who does not know of the new and better way to treat a particular disease. Is there any reason why he should be more charitable to the librarian who is not equipped to provide him with the information he needs, when he needs it? And what does this inability to deliver say of the profession and of its image?

Membership development also includes looking at potential members and fostering their interest in the organisation. The *Commonwealth Library Association* has sought to pursue this issue by requiring that prospective entrants to the profession compete for sponsorship to attend a library conference by writing an article on an aspect of librarianship unique to their country. Awards of travel grants/accommodation/registration exemption fees are given to the top three finalists. One by-product of this policy has been the encouragement of the student librarian and an engagement, which hopefully unlocks future potential for leadership and research. Once the

winners are declared, their articles are published in the *COMLA Bulletin* - the major communication organ of the *Commonwealth Library Association,* circulated in some 52 countries.

According to Peter Lor,

> ... in many developing countries library associations are very amateurishly run and would benefit greatly from training programmes aimed at developing future leaders and equipping office-bearers with basic skills in chairmanship, secretarial duties, the treasurer's financial management portfolio, public relations, advocacy ... (Lor, 1999, p.5)

Such developments would be most advantageous for association development as these would focus on some of the internal education needs of the association itself. This in turn would likely result in more efficient management and the availability of a younger core of professionals equipped for leadership succession within the association.

Inadequate Resources

All associations need to have funds to execute programmes and services if they are to remain credible and viable. The survey of library associations mentioned earlier (Amenu-Kpodo, 1999) revealed that the main source of income was membership dues, followed by profits from fund raising events, conferences and seminars. Sometimes in our quest to improve an association's financial positions, we literary flog a dead horse which can lead us off track. Grants from international agencies were at the bottom of the ladder of income earners in the survey, yet many associations requested assistance in tapping these sources as a means of strengthening their financial base. Grants and project funds, when they can be secured, are invaluable but cannot be the main cornerstone of any financial plan for viability, as these are sporadic in nature and have become increasingly difficult to access. It is the local efforts that will sustain our associations. Several areas and strategies will have to be explored in any attempt to improve financial status. Among these are the following:

Subscription Fees or Membership Dues – While the membership dues represent the major source of ongoing income, it is usually inadequate when compared to the programmes and services that need to be offered to members. These fees cannot be increased to the extent that such programme offerings would warrant in poorer societies or associations with only a few members, so systems for prompt collection of dues must be put in place. Where there are delinquent members, every effort must be made to encourage them to come on board and participate before they are struck from membership lists. This latter action on the association's part is extreme. It should only be used as a last resort to avoid creating more enemies than friends for the association. Action that generates discomfort on the part of both the association's executive and the member can be self-defeating in achieving the goals of increasing membership and participation.

Government Grants – These assist in defraying expenses and should be examined as a revenue source. The Government of Jamaica, through its Ministry of Education and Culture, has always been very supportive of the aims of COMLA and has, over the years, given the

Association a yearly subvention ranging from JA $4,000 [6] in its early days to a current amount of JA $30,000.   This sum is obtained through an application explaining COMLA's activities during the past year, its offerings during the next years, and presents a case for continued funding support.

Conferences/Courses and Seminars - Though mounted primarily for continuing education, these can bring many benefits if organised with the aim of generating additional income. The fees paid for display booth space at some of the major conferences, as well as the income derived from the sale of association promotional materials, such as mugs, t-shirts and pens can help to increase the profit margin. For example, COMLA and JLA jointly hosted *a Special Libraries Conference* in 1999, the first conference of this nature, in the English speaking Caribbean. It attracted good participation, librarians were satisfied with the programme offerings and both associations made additional income from the main deliberations as well as from the parallel *Info-Marketing Exhibition*. Some of the profit made was subsequently channelled into a bursary for University of the West Indies Library School students.

As is to be expected with any conference, some topics presented attract more interest than others. But the important point is that an association must be attuned to the services and programmes for which its members are prepared to pay amounts over and above those already paid for membership subscriptions. Failure to do this leads to discontent.

Starting a Building Fund - Financing a building is a huge undertaking that requires long-term planning. According to Mohd Sharif Mohd Saad, the *Librarians Association of Malaysia* actually acquired its own building (Saad, 1999, p.6). In 1976, a lottery draw (raffle) was organised as a joint project with a non-governmental organisation (NGO) working with disabled children and funds from the raffle provided seed money for the building. After a series of continuous fund-raising events, the association made enough profit to acquire a 2-storey building in 1985. The top floor was used as the secretariat and the bottom floor was rented for income. While this may be considered a dream that can only be realised in a large country like Malaysia, it is not entirely out of the reach of smaller island states. In Jamaica, the JLA has managed to raise a substantial amount for its building fund, but as that experience has shown, the effort must be continuous to adequately increase the pool of funds. Interest bearing investments are not enough to acquire the additional capital needed as the double effects of inflation and currency fluctuations can wreak havoc on purchasing power over long periods of time.

Fund raising initiatives can begin on a small scale initially and with good planning are usually successful. COMLA was able to make JA $30,000 from a cake sale by buying the cakes in bulk, canvassing for pre-orders to guarantee a large proportion of sales and by targeting key markets with heavy traffic to ensure there were no cakes unsold. After initial successes, efforts can escalate into larger activities like a tea party or the purchase of tickets at a reduced rate for a play, jazz concert or even a lottery. But it is very important that such fundraising be on-going.

Use of Credit Cards - From time to time associations have products and services to sell and should explore the possibility of equipping themselves to transact business with a credit card. The number of persons in society who purchase items with these plastic cards has

dramatically increased and opportunities to generate additional income are being lost because this facility is either not available or under-utilised.

In summary, there is a need for library associations in developing countries to look at methods business interests use within their environments. They can take a cue from the way they do business in an age where the credit card, the Internet WWW and E-commerce drive many business transactions.

Communication

There are physical barriers to effective communication in island regions like the Caribbean and Micronesia, where the distance separating islands is often fairly large. Poor infrastructure development and facilities can present almost insurmountable challenges as these require huge outlays of capital to install, as for instance, installing new telecommunication cables or upgrading the capability of outmoded ones. Many associations do not have the resources to purchase hardware or software to conduct their business and to function at all, many need to utilise the resources of their employers. In the best of circumstances, some employing library institutions are generous, but there are cases where use of E-mail facilities for association work is restricted, and this in turn puts limits on the ease with which officers can communicate.

Having spoken of problems that cannot be controlled by an association, I now speak of those that can.

In the survey alluded to earlier, there were communication problems that stemmed from executives' lack of response to members' queries as well as members lack of response to questionnaires sent to them. This is a problem in many Caribbean library associations and as a result, there is little reliable data available on membership numbers, membership fees and programmes of activities except in the cases of one or two of the larger library associations. Obviously, such data is needed for effective planning, management and development of associations. Efforts need to be focused more on acquiring and using the new technologies to communicate faster, more efficiently and effectively. These will help attain the goals of keeping in touch with membership and managing associations well.

Permanent Accommodation

The problems associated with having no headquarters or fixed abode are very real ones for many of the library associations in developing countries. Not only does this hinder the smooth movement of communication and materials, but it also impacts on the stability of an association. I do not know of a single national library association in the Caribbean that has a permanent secretariat. The office moves with the change of executive officers. The unfortunate result is that valuable records are misplaced or lost in these frequent moves. Obtaining more permanent accommodation for the association is an area that needs more focus and action. In some countries where the numbers of professionals are small, shared accommodation with other associations may well be a viable alternative. There are professional centres in some countries which are known to have accommodated the work of professional associations. Moreover, even where these do not exist, the possibility of shared accommodation should be explored. Where

larger associations exist, a long-term plan to start a building fund for the purpose of procuring a container (trailer) or a more permanent building may well be a feasible option.

Permanent Staff

Most associations have no permanent staff. Those that have been managed entirely by voluntary staff realise this is not an altogether satisfactory way to develop and sustain an association's membership programmes. (Volunteer here is taken to mean officers, elected or approved by membership, and honorary officers who volunteer to act or are asked to act in a stated capacity and who normally receive no remuneration). In an age when volunteerism appears to be on the decline in some countries, management by volunteers is becoming an exceedingly challenging task. Very often, the work and time involved is underestimated by the volunteers themselves. Subsequently, one finds that after a verbal commitment has been given, the individual is not always available to carry out or continue the important tasks, leaving the association in an untenable position.

In today's workplace, many professionals are faced with ever-increasing workloads in their substantive jobs. Many have become reluctant to commit too much of their limited free time to association work. Such a situation not only highlights the need for more members to participate in developing programmes and services, but also calls for less reliance on "the Executive" to shoulder the weight of a collective responsibility, and for greater permanency and predictability in co-ordinating the associations' affairs. As volunteers come and go, as membership expectations heighten and as programme offerings expand, associations need to plan for paid full or part time staff to work along with volunteers, either by way of salary and benefits, or by honoraria. This assures some continuity and accountability in the running of the day to day affairs of membership.

Advocacy

How associations speak out on the issues that affect the profession will affect their status within a country. They can win or lose respect from membership governing bodies or funding agencies through advocacy efforts. It takes courage to speak out on issues, which at times are not totally in synch with government policies. In some developing countries, there is often less tolerance than in the developed world and an association could become either an ally of government, an ignored group within the country, or an enemy of what is considered by government to be in the best interest of the public welfare. If librarians are silent on the issues that concern their profession and their role in society, it is unlikely that others will assume the responsibility of championing causes on their behalf.

In the English-speaking Caribbean, some of the library associations have lobbied successfully to set up a library school, create a national library or national information system and have been involved in social issues like literacy. There are, however, many missed opportunities, not so much because of any fear of recrimination, but because of the apathy and reluctance of some association members to come together, vocalise their concerns and participate fully in association affairs.

Several months ago, the Jamaica Minister of Technology and Commerce announced that in an effort to increase access to Internet services island-wide, his ministry would embark on the setting up of Internet cafes in post offices throughout the country. This was an opportunity to lobby for such cafes to be placed in public libraries, which themselves were struggling to provide similar services for their clientele. Unfortunately, the national library association did not take up the challenge. The difficulty in assuming this visible role is a major weakness of associations in the Caribbean. Until an association's voice can be heard speaking unequivocally on the issues that affect the profession and society, one cannot expect to bring about a change of perception of the image and impact within society.

Research and Publications

Library associations in developing countries need to foster a culture of learning. One way of doing this is by encouraging their members to investigate and write on matters that are considered directly related to the profession as well as on topics of interest to their society and culture. In doing so, one must also do the necessary market studies ahead of time to assure some degree of success. Too often in our field we rush to publish, without giving any consideration to market forces, ending up with numerous unsold copies and financial losses subsequently subsidised by the association. While not everything will attract a market patronage and result in great sales figures, it should be noted some of the more successful library associations have been able to combine publishing with earning income. Our ventures need not be large tomes. The only requirement is that these be of an established standard and satisfy a public need.

Conclusion

It will have been obvious to many of you that I have not emphasised the promotion of the profession. This understatement has been deliberate. I wanted to focus here on the primary areas for action as good performance in these areas tend to sell an association far better than words. Many library associations in developing countries, despite obvious differences, face similar challenges, and if problems such as membership development, inadequate financial resources, permanent staff and accommodation and poor communication are worked on, the actions and results will speak for themselves. A positive cycle will be created and only minimal promotion will be required for further success. Foremost though, must be a change in our attitudes towards change. In developing countries, one can no longer be comfortable with maintaining the status quo of our associations. Emphasis must be placed on good leadership, the planning and prioritising of programmes and activities, and indiscriminate partnering with other groups to meet the challenges ahead. Let us therefore be challenged in our associations to do what is required of us as leaders in our profession, setting the tone and speeding up the pace if we are to participate as equals in the race. I would like to close this presentation as I began:

> "People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and if they can't find them, make them." (Shaw, 1970, p. 310)

It is my hope that faltering associations everywhere will set about the task of creating their own circumstances for progress and advancement.

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Notes

1. The *Jamaica Library Association* (JLA) is scheduled to change its name in January 2001 to *Library and Information Association of Jamaica* (LIAJA).

2. Alliougana is the Amerindian name for Montserrat, land of the prickly bush.

3. Subsequently NACOLADS became the *National Council on Libraries, Archives and Information Services* (NACOLAIS) which itself became defunct in 1999. *The National Library of Jamaica* and other governmental agencies now perform some of its functions.

4. Further details on this may be obtained from Myrtle Harris, Facilitator, Library and Information Association of Jamaica Mentorship Programme, C/O Education Documentation Centre, University of the West Indies, Mona, Kingston 7, Jamaica, West Indies.

5. The *Standards for College Libraries* are available from the Librarian, Calvin McKain Library, University of Technology, 237 Old Hope Road, Kingston 6,Jamaica, West Indies. *Standards for School and Special Libraries* may be obtained from the Library and Information Association of Jamaica, P. O. Box 58, Kingston 5, Jamaica, West Indies.

6. The value of the Jamaican dollar to the United States dollar has varied over the years. The current rate is approximately JA $44.00 = US $1.00

Appendix 1
Countries of the Caribbean Divided by Language Groups *

Country	Area in Sq. Km	Population	Year of Census/Estimate
SPANISH			
Cuba	110,860.0	10,901,000	Mid-1993
Dominican Republic	48,422.0	7,089,041	1993
Puerto Rico	8,959.0	3,720,000	Mid-1995
	168,241.0	21,710,041	
FRENCH			
French Guiana	91,000.0	114,808	1990
Guadeloupe	1,780.0	387,034	1990
Haiti	27,750.0	7,041,000	Mid-1994
Martinique	1,128.0	370,800	1992
St. Martin **	54.0	28,518	1990
	121,712.0	7,942,160	
ENGLISH			
Anguilla	96.0	10,300	1994
Antigua & Barbuda	441.6	64,166	Mid-1994
Bahamas	13,939.0	272,000	Mid-1994
Barbados	430.0	264,000	Mid-1993
Belize	22,965.0	189,392	1991
Bermuda	53.0	59,549	1993
British Virgin Islands	153.0	16,644	1991
Cayman Islands	259.0	31,930	1994
Dominica	749.8	71,183	1991
Grenada	344.5	94,806	1991
Guyana	214,969.0	739,553	Mid-1991
Jamaica	10,991.0	2,366,067	1991
Montserrat	102.0	10,581	Mid-1994
St. Christopher & Nevis	261.6	44,000	Mid-1988
St. Lucia	616.3	138,151	Mid-1992
St. Vincent & The Grenadines	389.3	107,598	1991
Trinidad & Tobago	5,128.0	1,249,738	Mid-1994
Turks & Caicos Islands	430.0	7,435	1990
U.S. Virgin Islands	347.1	101,809	1990
	276,876.2	5,867,420	
DUTCH			
Aruba	193.0	80,333	Mid-1994
Bonaire	288.0	10,187	Mid-1993
Curacao	444.0	144,097	1992
Saba	13.0	1,130	Mid-1993
St. Eustatius	21.0	1,839	Mid-1993
St. Marteen	34.0	32,221	Mid-1993
	993.0	269,807	
TOTAL	**567,822.2**	**35,789,428**	

Sources: * *South America, Central America and the Caribbean 1997*, 6th edition. London: Europa, 1997.
      ** *The Statesman Yearbook 2000, The Politics, Cultures and Economies of the World*, edited by Barry Turner.

Introduction Enhancing Library Services Through Information and Communication Technology

Felina D. Ferro, Ed. D.
Senior Science Research Specialist/Chief Librarian
Philippines Department of Science and Technology
Legaspi City, Philippines

Introduction

The Region V Department of Science and Technology (DOST V) in the Republic of the Philippines maintains (in its modest way) a library promoting science and technology, and educational services. The DOST V Library is strategically located in Rawis, Legazpi City, within the Bicol region, in the DOST V Regional Center office and initially served the science and technology information needs of only its employees and researchers. Beginning in the 1980's as a four-corner reading room, it gradually evolved into a science and technology information provider, expanding to cater to the information needs of the business community as well as the general public.

The present collection of updated information materials, publications and services barely satisfies users with its' limited resources and budgetary constraints. However, plans had been proposed for expansion that will necessarily involve modernization and networking. Given added support by DOST and other partners, the DOST V Library is envisioned to develop from using conventional resources to providing *state-of-the-art* technological facilities, necessary for our country to compete in the global environment.

Bicol in a Capsule

The Bicol region has various names since the time of the Spanish Conquerors who called the northern part Tierra de Camarines and its southern part Tierra de Ibalon. Today, the whole region is known as Bicol, officially referred to as Region V, with six provinces occupying the southeastern stretch of Luzon.

Mr. Jorge V. Villanea   Mr. Jaime V. Cabrera
PSTC – Camarines Nortte   PSTC – Catanduanes
Door # 3 Aquino Bldg.   Camacho Bldg. Sta. Cruz
Cor. Panotes Ave, Daet, Cam.   Virac, Catanduanes

BICOL REGION
SCALE 1:1,000,000
N

Ms. Prescilla M. Encila
PSTC – Camarines Sur
2F Bicol Science Centrum   Dr. Eriberta B. Nepomuceno
J. Miranda Ave., Naga City   Regional Director
                                                DOST Regional Office No. V
                                                and
                                                Engr. Jacinto Alexis B. Elegado
                                                PSTC-Albay
                                                Rawis, Legazpi City

Mr. Emmanuel G. Guim
PSTC – Masbate   Engr. Jerry N. Asuncion
3rd Door, Espinosa Apt., Mabini St.   PSTC – Sorsogon
Masbate, Masbate   Sorsogon State College
                                                Sorsogon, Sorsogon

Figure 1. Map of the Bicol Region
DOST V Regional and Provincial Offices

Province	Year 2000	Land Area (Sq. km.)
Albay	1,083,000	2,552.6
Cam. Norte	466,000	2,112.5
Cam. Sur	1,548,000	5,266.8
Catanduanes	213,000	1,511.5
Masbate	685,000	4,047.7
Sorsogon	634,000	2,141.4
TOTAL	4,629,000	17,632.5

Table 1. Distribution of the Population of the Bicol Region by Province as of May 1, 2000
Census. *(Philippines National Census and Statistics Office Initial Report, 2000)*

The total regional population comprises about 1.47% of the country's 75,329,000 at latest count, with the population density approximately 380 persons per square kilometer. Bicol is largely hilly and mountainous with scattered plains and valleys. The region has many rivers, lakes, bays, mountains, volcanoes, waterfalls, caves and springs. Located in the *typhoon belt*, all provinces in the region, except for Masbate, experience pronounced rainfall from November through January, with an average rainfall of 294.9 mm.

DOST V Library

All regional offices of government agencies are located in Legazpi City. The Department of Science and Technology Library is found in Barangay, Rawis, along the highway going to Tabaco, Albay, a strategic location making it accessible to many people.

With the great demand from students, employees, researchers and private entrepreneurs for scientific and technological information, DOST's administrator deemed it wise to enlarge the small reading room. Information seekers continue to arrive in larger numbers as the years pass by and plans for expansion and innovations are being made. From a community reading center, it is now developing into an information provider using the latest information and communications technology.

Vision, Mission and Objectives

The vision of the DOST V Library is that of a knowledge-based center for science and technology information for Bicol. Diffusing information on science and technology region-wide through networking with national science and technology organizations, libraries and archives is the mission of the library.

The objectives of the Library are to:

- promote people's reading and learning habits,
- provide direction, leadership and coordination in science and technology information dissemination,
- reach out as many institutions of learning, researchers, traders and business entrepreneurs and
- provide quality clients-directed services to the teaching, learning, extension, research and development.

The situation in the Library at this time is that the general public are not fully aware of its existence, there are not enough materials, the facilities, including space, chairs, and other items, are inadequate and there is a serious lack of *state-of-the-art* equipment. Moreover, many of the information services geared toward science and technology are not yet in place and administrative support in terms of funding is lacking.

At this time, library users consist of government employees based in the Regional Center site at Legazpi City, students, teachers, researchers, business investors and entrepreneurs, and the

general public. There are also science and technology (S&T) mini-libraries in the Provincial Science and Technology Centers (PSTC) that serve users.

Resources

The main regional library, and the S&T mini-libraries in the provincial centers, have various collections of books, monographs, government documents, bound and unbound periodicals in science and technology, general information, DOST updates and press releases, publications from the DOST regional offices, official publications from other government line agencies, associated institutes and non-government organizations and schools, colleges, universities. Table 2 shows how these resources are distributed.

Collection	Titles or Type of Material
Current periodicals	• National and local newspapers, digests, magazines and newsletters
Journals	• 32 titles and 124 volumes
Books	• 1,000 titles of books and monographs, government documents (mcmos, circulars, and cxecutive and administrative orders)
Rcference Collection	• Standard reference dictionaries, encyclopedias in science and technology, science and inventions, medical and health, Philippine sciences and medical sciences, *Encyclopedia Americana*, handbooks and manuals on basic needs, land and other physical resources for Region V, *S&T Manpower Needs in the Philippines*, catalogues and guidelines
Special Collections	• Theses (graduate and undergraduate) about science and technology and related fields. • DOST and other line-agency publications, technical papers, accomplishments and annual reports, books, journals and proceedings from training, seminar-workshops and conferences.
Ephemeral files	• Newspapers clippings on science and technology including hot issues on related fields of knowledge. • Pamphlets, techno-flyers, leaflets, updates and press releases.

Table 2. Distribution of library collection by titles or type of material

Books are classified according to Dewey Decimal and Library of Congress Classifications Schedule, while periodicals are classified according to the *Science and Technology Agenda* (STAND PHILIPPINES 2000). [1] They are categorized as *Export Winner, Basic Domestic Needs, Coconut Industry, Support Industry,* and *Not Elsewhere Classified.*

Services and Facilities

The Catalogue - The catalogue is the key to the library collections. It consists of index cards arranged by author, title and subjects. In addition to these cards, a listing of the contents of several books and journals are provided to facilitate locating article titles and chapters in technology journals and books.

Assistance to users - Reference and information services are provided through telephone calls, correspondence and in person. Users are free to consult the librarian and any of the DOST V personnel for their information needs and library orientations for new library users are conducted anytime.

Computer References Services - Information retrieval services from the field through the Internet is provided to library users upon request.

Acquisition Services - DOST V staff may recommend books, journals and periodicals directly to the chief librarian for purchase, chargeable against their respective division, office or the Provincial Science and Technology Center (PSTC) budgets.

Photocopying Services - Rare materials and publications from other sources that are not available are photocopied upon request of the Division Chief and Regional Director. The photocopy is deposited in the library for loan or in-house use.

Reading areas, Users and Hours - There are two (2) reading tables in the library for walk-in/regular library users and DOST V personnel. Qualified users are classified as DOST V personnel; regular library members; students or faculty members or researchers; investors, inventors or entrepreneurs; and the general public. The library is open Monday through Friday from 8:00 am – 11:30 am and from 1:00 pm – 4:30 pm.

Telecommunications and Information Diffusion

Since 1998, most of DOST V has been connected to the Internet and its' communication and computer network with the Provincial Science and Technology Centers Interlink is constantly improving. At this time, the connection for the Camarines Sur and Camarines Norte to the network is still being worked out.

The new DOST V Regional Office WWW homepage was updated and uploaded through Globalink, a commercial provider. It now features the DOST mandate, goals, *S&T Agenda for National Development*, the Regional Office's programs and projects, as well as announcements

and S&T updates. DOST V, in association with other agencies, conducted training in webpage development for government agencies and the academic community.

In 1999, thirty-seven press releases and 1,000 copies of the *Bicol S&T Digest*, DOST V's official publication were disseminated. To inform the public and encourage investors, DOST V produced 2,000 copies of information about technologies ready for commercialization. These covered automated balut processing and texcon rooftiles production. The regional office likewise published 3,000 copies of brochures featuring the services rendered by DOST V facilities. They also printed and distributed technology flyers, posters and brochures during the Regional Science and Technology Week celebration.

To keep the Bicol region current in new information technology and issues, the Regional Development Council (RDC) approved DOST V's proposal on the organization of the Regional Committee (RITC). Among other responsibilities, DOST V was tasked to lead the technical group in the implementation of contingency plans of the *Regional Y2K Task Force*.

Lectures and hands on training on the Internet and E-mail are regularly given to walk-in clients and DOST V personnel. These activities included a refresher course on *Training on Internet and Y2K Preparedness* and a seminar on Y2K preparedness. There is a strong emphasis on training in information technology literacy and Internet services. With the implementation of a government project on Internet connection for government offices, the PSTCs in Albay, Sorsogon, Camarines Norte and Camarines Sur, including the DOST V Regional Office are envisioned to be part of a nationwide information network. PSTCs in the island provinces of Catanduanes and Masbate will be connected as soon as an Internet Service Provider is available in their respective areas.

Administrative Support Services and Budget

As the regional arm of an agency mandated to uplift the socio-economic conditions of Filipinos through broad-based science and technology applications, DOST V operates with the close complementation of capabilities of its personnel. The center for operations is the regional office in Legazpi City, the commercial hub in the province of Albay. Legazpi City is known as the Gateway City in Bicol because of its accessibility to land, air and sea transportation facilities. The other six provincial Science and Technology centers, located in Albay, Camarines Norte, Camarines Sur, Catanduanes, Masbate and Sorsogon, are also manned by competent personnel.

The library received governmental budgetary assistance in 1998 of PHP 40,000.00; in 1999 of PHP 59,000.00 and PHP 264,000.00 for year 2000. [2]

Summary

DOST V is a key player in the science and technology information world, supporting the functions of S&T enhancement and extending various S&T support services to back-up the regional technology commercialization efforts. To this end, the provision of information and library services were done through the following activities:

Supervised and assisted Provincial Science and Technology Centers (PSTCs) officers, project leaders and members in the dissemination and distribution of printed and non-print materials to library users. Aided in the selection and purchasing of books and serials for the main PSTC mini-libraries.

Maintained and upgraded the DOST V library through the extension of reader and reference services; technical inquiries, photocopying, library information and loans to qualified users, selection and purchase of books and serials, and the technical processing and inventorying of books and serials, to support the information needs of various users in Region V.

Supported the development of Internet access throughout the region.

It is hoped that with consistent support and funding, these efforts will continue to grow.

Notes

1. *Science and Technology Agenda for National Development* (also known as *STAND PHILIPPINES 2000)* was first approved by President Fidel V. Ramos on April 20, 1993.

2. The value of the PHP (Philippine peso) to the United States dollar at the time of publication is approximately US $1.00 = PHP 52.2000.

Folklore in the Classroom

Judy Flores
Local Guam artist and educator
Hagåtña, Guam

How did your parents entertain themselves before radio or television was available? Did they dance and sing songs? Did they listen to stories told by their elders? What were the songs they learned? What were the stories? What chores did mothers and fathers of long ago do when they were growing up? What did they cook and eat? What did they wear? You will be amazed at what you can learn from your elders when you really take the time to listen; and when you ask them questions that encourage them to talk about life in their younger days.

Today I'm going to talk about the importance of oral history and the documenting of folklore in our own communities. Why is the documentation of folklore important and how do we go about it? First of all, let us make sure we all understand what I mean by the terms *oral history* and *folklore*.

Folklore or *folkways*, for purposes of this discussion, refer to the body of practices and beliefs common to a group of people. Webster's dictionary (2002, p. 882) further describes folklore as "traditional customs ... tales, or sayings preserved orally ... among a people." This brings us to the word *oral*, a term that refers to the mouth. Oral histories, therefore, refer to folklore and life experiences that have been passed by mouth from one generation to another. People throughout the Pacific and, in fact, throughout the world, preserved and passed on their histories and genealogies orally before the written word became available to everyone.

Oral histories, by their very nature, change each time the story is told. The story changes according to the perception or the personal agenda of the teller. Oral histories change to reflect the way people of each generation see themselves. They interpret their histories in ways that continue to make sense in their contemporary world (See Borofsky, 1990, for more elaboration on this idea).

This continuously changing phenomenon of oral histories can be illustrated by the popular legend of Two Lovers Point, the landmark cliff in Guam that is visible from all points in Tumon Bay. There are many versions of this story, but key factors remain the same while the characters change. Basically, two young people fall in love who are forbidden to marry because of taboos imposed by the society in which they live. The girl is destined to marry a man of her parents'

choice, because they feel he would advance her station in life. Conversely, the object of the girl's affections is considered a forbidden or bad choice for the girl. Consequently, the two lovers defy the wishes of the girl's parents and run away together. They are pursued by her parents and other various authorities, and, when they are cornered at the top of the cliff, choose to jump to their deaths together rather than be separated.

These facts in the story remain the same from generation to generation. However, the characters changed to fit the social circumstances of the time. For example, one of the earliest versions of this story says that the girl was from a high-status *Chamorrii* family and her lover was from the low-status *manachang* class. According to early missionary documents, the *manachang* were not allowed near the *Chamorrii* class and marriage between the two was forbidden under threat of death (Garcia [1683] 1994, p. 169). The man chosen by the girl's parents was from a high-status clan that would have advanced the status of the girl and brought prestige and gifts to her family. Warriors from her parents' clans pursued the lovers to their death leap from Two Lovers' Point.

Another version of the story appears during the long period of Spanish colonization in the Marianas. The man chosen by the girl's parents, in this version, is a Spanish captain, while the girl is in love with a poor Chamorro man, again of low status. The lovers, in this case, are pursued by her parents and a group of Spanish soldiers.

This example illustrates how oral histories are important in that they allow a story to continue from one generation to another for many centuries. However, it also shows how oral histories are subject to change or to being lost altogether. The written word captures oral history at a certain moment in time, so that future generations can go back and re-examine the stories. This is precisely what happened with the Chamorro creation legend of *Puntan* and *Fuiuna*. During the centuries of Spanish colonization, the Chamorro version of how the world was created was obliterated by new beliefs introduced by Christianity. However, priests who lived among Chamorros during the first years of missionization recorded the story (See Levesque, [Coomans, 1673] 1992, v. 17; Garcia, [1683] 1994, p. 406). Centuries later, researchers discovered the story and it once again became the property of the Chamorro people - preserved in writing when oral histories had died out.

In our contemporary times, we are all aware of how quickly customs are fading away. Faster communication, transportation, and new forms of entertainment are replacing those practised by our parents. Many of the folkways experienced by our parents are gone. The only way we can capture a sense of what their life was like is to ask them to tell us their stories. By writing down their oral histories, we are able to capture a moment from our heritage -- and to preserve it for future generations.

Now that the importance of preserving oral histories has been established, how does one go about getting people to talk about their histories? Whom do you approach, and how? What kind of questions do you ask? Do you turn on a tape recorder, or do you write it down as they talk?

There are a number of ways to ask a person to talk about their experiences. Most people are happy to share their life stories, especially if they feel that someone values what they have to say. My experience has been that most elders want their experiences to be passed down to future generations and preserved in writing. If you are a teacher, one of the most successful ways is to work with your students on a class project to collect oral histories. One approach is to ask students to interview their parents, grandparents or other elders of their choice and to make a written report which they share with the class. Another approach is to invite a person from the community to come into the classroom and talk about a particular experience or folkway. Encourage students to ask questions to stimulate further discussion.

Many communities throughout the islands now have senior citizens centers where elders gather during the day. Often the participants in these centers are willing to have a class come to them to discuss particular, pre-planned subject areas. Such group discussions often provide a stimulating environment for a large number of participants to add to the discussion. One of the richest interview experiences I have had was conducted in this manner. While working as a folklorist for the Arts Council in Guam in 1989, I arranged with our Senior Citizen Center authorities to gather together a selection of elders from all over the island to discuss Chamorro courtship and marriage practices in the early 1900s. They assembled a conference of about 30 elders, aged 80 and above who were willing to talk about their experiences. We also invited teachers and administrators from the University of Guam Chamorro Studies Program and other professionals involved in Chamorro cultural activities. We asked a panel of six elders especially selected for their cultural knowledge of traditional courtship and marriage practices to begin the discussion, facilitated by an official from the Senior Citizens Program. This discussion lasted the whole day, with a break for lunch which was provided by the organizers. It was videotaped and later translated and written in English.

The panel of experts began talking about the various steps involved in traditional courtship and in rituals leading to the wedding. This stimulated others to talk about their personal experiences. Some very poignant and amazing stories emerged from this group interview, with questions from the participating audience further stimulating discussion. Many of those elders have since died although their stories are now recorded for future generations to study and marvel at the complications of courtship and the artistry involved in the rituals. The collection of oral histories on *Chamorro Courtship and Marriage* is on file at the University of Guam RFT Micronesian Area Research Center under the name of the transcriber and translator, Clotilde C. Gould.

Individual one-on-one interviews, presentations by an elder to a group, or a conference of sharing between groups all have value for particular subjects and circumstances. An elder within the family who can talk about particular family histories or genealogies is perhaps best interviewed by a relative in a one-on-one situation. An interviewee selected for a particular craft or skill might be best talking before a group, which can stimulate further questions. A full group conference works especially well for subjects which might otherwise be too personal to share unless encouragement is provided by others sharing their own similar experiences.

It is important to design a set of questions which will guide the direction of the interview and provide the desired interview results. Focusing on a particular subject or experience can be aided by providing an object or photo from that period. Such a stimulus helps get the conversation going, whether it is a one-on-one interview or a group session. Questions should be carefully worded so that they stimulate detailed answers. By beginning questions with words such as *how, where, when,* the interviewee is encouraged to give detailed answers.   Avoid questions which can be answered by a "yes" or "no", such as "Did you...?" "Were you...?" Such questions should be rearranged to say, "How did you...?" or "Where did you...?" so that the conversation continues to flow.

Design questions to stay within a particular subject area. Broad subjects, such as food, clothing, socialization or superstitions can be further broken down by specific questions. "Where did you get your food to eat?" can lead to other questions about processing, preserving, and preparing daily foods. "How did your parents teach you right from wrong?" begins a much more specific discussion than merely asking how one learned proper manners or ways of socializing. The subject of superstitions might be broached by quoting a particular item of folklore, such as "Don't go to sleep with wet hair" and asking why.

Other themes around which questions may be designed are particular places or particular events in the history of a community. I know here in our island and in other islands as well, war stories are still being collected. While experiences during the war provides a particular focus, the subject may be further developed to relate to how women coped with daily living during the war, or how food habits changed because of this experience. Subject matter is endless. The key is to design questions which lead the discussion in the desired direction.

A very sensitive subject is how to best document oral histories. Do we turn on a tape recorder? Do we write while the person is talking? Or do we listen, ask questions and write up the story later? I believe we have to take our cue from the interviewee. Some people are quite comfortable talking into a tape recorder. Others prefer that we don't turn it on. A tape recorder makes our job much easier. It frees us to concentrate on what the person is saying and to ask timely and pertinent questions. It also provides a record of exactly what the person said, and this ability to verify a statement adds validity to the interview.

If they ask us not to use a tape recorder, how do we write down the many details during the course of a long story? This can be very difficult as well as distracting for the storyteller. We may be so busy writing that we miss an opportunity to ask a question or don't hear everything the person says. One must develop a kind of shorthand to speed up the writing process. Personally, I prefer to listen wholeheartedly to the storyteller, asking questions to help solidify events in my own mind. As soon as possible after the interview, it is important to write up the story, while it is still a fresh memory. In lieu of a tape recorder, it is a good practice to give the interviewee a copy of the transcript to read and verify. While this adds one more step to the process, it adds validity to the interview and makes the interviewee feel that his or her time was well-spent. Having a written copy of their own words is perhaps the best gift you can give in exchange for their contribution.

This brings us to the subject of ethics in the collection of oral histories. The possession of knowledge in Pacific island cultures is equivalent to the possession of power. Sharing knowledge is a very sensitive subject that needs to be dealt with in a manner which considers the particular culture involved. One of the most common complaints I have heard from traditional artists I worked with was that strangers came and made videos they never saw and wrote books they never were able to read. Others made money from their knowledge. Whether this perception is true or not, it is important to in some way give back to the community from which knowledge is obtained. First, it is important to be clear from the first meeting with an interviewee about what will happen to the knowledge they have shared. As noted earlier, most people want their oral histories written down for future generations. But they naturally want to see that their own future generations have access to their words. Giving the interviewee a copy of the transcript is the first necessary step in giving back their knowledge. In whatever form the final product takes, it is the responsibility of the interviewer to see that the storytellers get a copy.

In any form of publication, be it video, music recording or a book, permission from the interviewee is required. Normally, an interviewee is asked to sign a release form which states that his or her story may be published. However, the signing of a written form is often traumatic for those unaccustomed to written contracts. Again, the obtaining of a release must be handled very sensitively. If you are using a tape recorder, you can begin the interview by stating what the oral history will be used for and asking the interviewee if he or she gives permission to use the material in a book or other recording. If a tape recorder is not used, the best time to ask for the signing of a release is when you come back to present a copy of the transcript to the interviewee. Go over the transcript with the individual, then ask if the information is correct. After this, ask if he would mind signing a release, again stating what the information will be used for and assuring him, written in the release, that he will receive a copy of the final product.

The ethics of obtaining knowledge for publication seems far away from the classroom situation. However, it is important to document the oral histories in some way and to see that the interviewee gets a copy of it. In the case of a simple one-on-one interview, make a copy of the student's report and instruct them to give it to their interviewee. Why not take the project a step further, however, so that this valuable knowledge is preserved for future generations. The students' reports may be assembled into a booklet, photocopied and stapled together. Copies of the entire booklet can then be made for each student and for each interviewee. Take this booklet one step further towards preservation by giving a copy to your local library.

Of course, depending on the age group of the class involved in an oral history project, much more sophisticated documentation methods are possible. With computer programs in desktop publishing, a very professional document can be made.

Oral histories are treasures that need to be written down and preserved. It can be a fun and rewarding project for the students, the storytellers and for future generations to enjoy. Try one or more approaches towards gathering oral histories with your students. Design questions to encourage the storyteller and stimulate further discussion. Experiment with various ways of

taking oral histories - with and without tape recorders. Share the written stories with fellow students. And don't forget to share them with those who gave their knowledge to you. Make a copy of your final product for them. The folklore of past generations will then be preserved for the future.

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Appendix 1

These interview suggestions were produced by Professor Dirk Ballendorf from the University of Guam RFT Micronesian Area Research Center. These are presented here as samples and may be modified for your own interview needs.

Summary of Suggestions

1. Interviews may be done in three basic ways:
   a. One-on-one between the interviewer and interviewee
   b. By inviting someone to your class to talk to the whole group
   c. By arranging for a group discussion where everyone is invited to contribute to the subject being talked about

2. Design questions which require detailed answers, by beginning them with "how.., why..., when..., where?" Narrow the scope of your question by being specific in order to guide the narrative.

3. There are various ways of taking oral histories: with a tape recorder, by writing down what the storyteller says in a quick type of shorthand, or by listening intently, asking pertinent questions and then writing up the history as soon as possible.

4. Give your interviewee a copy of the written interview for several reasons:
   a. You can ask them to verify if what you have written is correct
   b. You have given back information that they shared with you, making them feel that their time is valued.
   c. It gives you the opportunity to ask them to sign a release form for publication purposes

5. Archive the collected histories in various ways:
   a. By presenting a copy of the transcript to your school or public library
   b. By making a booklet as a class project and presenting it to your library

Micronesian Bibliography Update

Roger Goodwill
Biology Department
Brigham Young University - Hawaii Campus
Laie, Hawaii

At the 1999 Pacific Islands Association of Libraries and Archives Conference held last year in Palau, the author delivered a short paper entitled the *"Online Micronesian Bibliography."* [1] In that paper, I outlined the need for this kind of bibliography and described it. Others must have been having similar thoughts because Kris Anderson of the University of Hawai'i at Manoa Library and Deborah Crippen of the Micronesian Seminar in Pohnpei, Federated States of Micronesia delivered similar papers. Although the bibliography keeps growing, in the past year, the *Micronesian Bibliography* has undergone a major internal change.

The original computer database program used for the project was Microsoft's *Access.* [2] One of our computer experts had adapted it for our use. However, it was very much like trying to pound a square peg into a round hole. After entering data on over a thousand articles, the hard decision was made to change programs before we got even deeper into *Access.* Several bibliographic programs were evaluated including *ProCite*®, *Endnote*® and *Reference Manager*®, three products from ISI ResearchSoft. [3] From long experience, the author knew that *ProCite*® would be too complicated for general use. Something powerful yet simple enough for a computer illiterate worker to quickly master was needed. Both *Endnote*® and *Reference Manager*® fell into this category. Of the two, *Reference Manager*® was just a bit easier to use and was available in two different formats.

The first format, *Reference Manager*® *9*, came with a single site license. The second format, *Reference Manager*® *9 Network Edition*, had the same format as *Reference Manager*® *9*; however, it came with a five site license, was specifically designed for online use and for the sharing of bibliographies with colleagues. In addition, it had its own search engine. The five site license was a big attraction because it would allow us to input, change, update or delete data from five different computers on campus, a great benefit when the expertise of several individuals across the campus would be needed to develop keywords for inputted references. The search engine had both simple and advanced search modes and included the ability to mark, print and export records. For these reasons we chose *Reference Manager 9 Network Edition.*

To date, we are almost caught up with transferring the data from the old program to the new. Development of keywords is coming along nicely, but still needs more work. The bibliography is remains heavy in the biological sciences; a condition we will correct this coming year as we begin searching the abstracts of the social sciences and education. We will also endeavor to stay abreast with the biological sciences as we work our way back in time. Currently we have searched *Biological Abstracts* [5] for the last ten years and *Zoological Record* [6] for the last five years.

The *Micronesian Bibliography* can be accessed at <http://www.byuh.edu/academics/micronesia>. The author would very much like to make links between the *Micronesian Bibliography* and any library, archives, museum, government agency or other group which can be accessed online. If such a link interests you now or in the future, or if you have any questions or comments, please contact the author:

Roger Goodwill, Biology Department
Brigham Young University-Hawaii Campus
Box 1746
Laie, Hawaii 97662
E-mail: <goodwilr@byuh.edu>
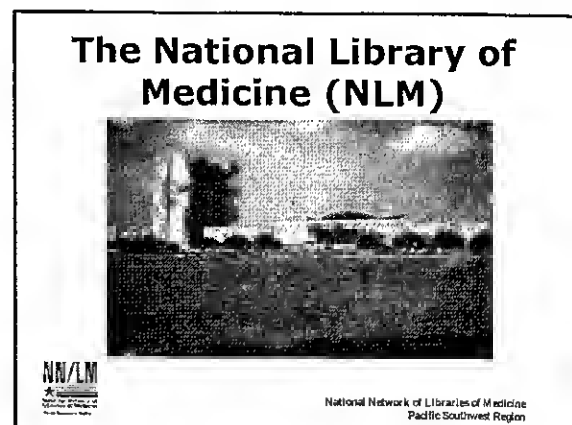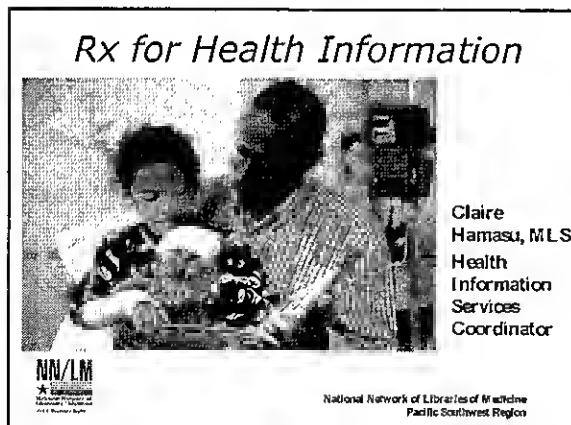Phone: 808-293-3817 FAX: 808-293-3825,

Notes

1. The *Micronesian Bibliography* is an ongoing project of the Micronesian Studies Group housed at Brigham Young University - Hawaii Campus. The bibliography lists articles, books and other materials relative to Micronesia in the academic subject areas of science, political science, education, business and culture. Searches can be initiated using author(s)' last name(s), article or book title, journal title, keywords, and/or publication date. [Text taken from the WWW site.]

2. To date, these papers have not been published.

3. *Microsoft Access* is part of the *Microsoft Office*® suite of programs.

4. ProCite®, *Endnote*® and *Reference Manager*® are software tools for publishing and managing bibliographies. They are products of ISI ResearchSoft, an operating division of ISI®, and part of the Thomson Corporation.

5. *Biological Abstracts* is published by the BioSciences Information Service of Biological Abstracts. ISSN: 0006-3169

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Library Prescriptions for Health Information

Claire Hamasu
Health Information Services Coordinator
Pacific Southwest Regional Medical Library
University of California at Los Angeles

The Internet World Wide Web booms with health information at different technical levels, reading levels and believability levels. This presentation introduces sites of high quality levels that librarians can *prescribe* to their patrons, highlighting the award winning sites of the National Library of Medicine. Consumer health information projects funded by the NLM are described to encourage librarians to consider applying for future subcontracts.

Rx for Health Information

Claire Hamasu, MLS
Health Information Services Coordinator

NN/LM

National Network of Libraries of Medicine
Pacific Southwest Region

The National Library of Medicine (NLM)

NN/LM

National Network of Libraries of Medicine
Pacific Southwest Region

The National Library of Medicine

- Part of the National Institutes of Health
- The world's largest biomedical library
- Traditionally supported information services only for health professionals
- New goal...

NN/LM

National Network of Libraries of Medicine
Pacific Southwest Region

NLM Goal 2.4

"Given the current emphasis on individuals assuming a stronger role in their own health care, and the shift in emphasis from disease treatment to prevention, the lay public's need for and access to health information should be reviewed."

NN/LM

National Network of Libraries of Medicine
Pacific Southwest Region

Activities to Achieve Goal

- Funding of awards targeting consumers
- Creation of a website providing reliable health information written at the lay level

NN/LM

National Network of Libraries of Medicine
Pacific Southwest Region

Access to Health Information for the Public

- Subcontracts from NLM
- Partnerships among Network member libraries and community agencies
- $10,000 - $40,000
- 18 month projects began April 2000
- Emphasis on NLM resources

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Pacific Southwest Region

Chile
(Consumer Health Links for Everyone)

- A project of Tucson-Pima Public Library and University of Arizona Health Sciences Library
- Training by university librarians on conducting a health information reference interview
- Co-operatively designed website
- Listserv- where difficult reference questions are posed for discussion

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Pacific Southwest Region

Consumer Health Connection

- West Charleston Health Science Library, Las Vegas NV,
- Part of the public library system
- Training
  - for staff at library branches
  - for community organizations
    - Seniors and Hispanics

NN/LM

National Network of Libraries of Medicine
Pacific Southwest Region

UCSD Medical Libraries and Preuss School

- Partnership between University of California, San Diego medical libraries and Preuss School, a middle school
- Training for faculty, nurse, students of Preuss
- Collaboration:
  - Incorporate health information into curriculum
  - Create a multi-media website for students
  - Create a resource website for faculty and nurse

NN/LM

Future awards

- Probably in 2001/2002
- $10, 000 - $40,000
- Network members in the Pacific who are possible partners:
  - RFK Library, University of Guam
  - Naval Hospital Library

NN/LM

MEDLINE*plus.gov*

- A reliable source of consumer health information produced by the National Library of Medicine
- Information on 400+ health topics
- Drug information
- Medical encyclopedia and dictionary
- Directories for health organizations and professionals

NN/LM

MEDLINE*plus* Selection Guidelines

- NLM and the NIH information highlighted
- Quality, authority, accuracy of content
- Purpose of web page is educational
- Web page is maintained and available
- Unique information/special features
- Accessible to persons with disabilities

NN/LM

Reading Instruction for Students Learning English as a Second Language

Yukiko Inoue
Assistant Professor, Foundations
College of Education, University of Guam
Mangilao, Guam

Introduction

In skilled reading, much information is processed automatically. This is very important because of the limitation of working memory. Reading comprehension thus means extracting the required information from a written text as efficiently as possible. Reading is a *dialogue* between the reader and the text. Without the reader, any text would be meaningless. The dialogue depends on the reader's linguistic and reading proficiency as well as familiarity with the content of the text. The purpose of this paper is thus to discuss how the English as a second language (ESL) student can become an efficient reader of English, with the focus on language proficiency and literacy skills, ESL instruction and reading comprehension, and the cognitive academic language learning approach (CALLA) program. The difference between native speakers learning literacy skills and second language learners acquiring literacy skills in the second language are detailed. The paper further touches upon a method using CALLA strategies to teach Japanese students English.

A child learns his mother tongue -- first hearing, then speaking; and only after he has acquired considerable facility in understanding and speaking, does he learn to read and write. However, most traditional methods of teaching languages to adults have almost completely reversed this process--first comes reading, closely linked with writing. (Nida, 1961, p. 3)

What is reading comprehension? First, it must be recognized that reading is a complex skill. Reading is thought to function in a cognitive system constrained by a limited capacity of working memory (Sinatra & Royer, 1993). Expert chess players see configurations and familiar patterns of pieces on the board, whereas poor chess players see individual pieces (Bruer, 1993). In skilled reading, just like expert chess players, much information is processed automatically that is very important because of the limitations of working memory. Reading comprehension thus means extracting the required information from a written text as efficiently as possible. As regards four different language skills, for teachers productive skills such as speaking and writing are important, but for students receptive skills such as listening and reading are important.

Instruction for students learning English as a second language (ESL) is a relatively young field (Benesch, 1990). Yet the 457,984 foreign students who enrolled at U.S. colleges and universities in 1996-1997 represented a record, up 0.9 percent from the previous year's record ("Foreign Enrollment Rises," 1997). English is by far the most widely used language in the world and is recognized as a global language as well (Naisbitt & Aburdene, 1990). Mokhtari and Sheorey (1994) demonstrated the need to emphasize reading skill improvement as a major component in the courses designed for ESL students as they begin their studies in an all-English environment. The authors further indicated that ESL students would like to improve their vocabulary and reading comprehension and eventually to read their academic study materials at a higher reading speed. This paper, therefore, discusses how ESL students can become efficient readers of English, with the focus on language proficiency and literacy skills, ESL instruction and reading comprehension, and the cognitive academic language learning approach (CALLA) program. The paper also touches upon learning English in Japan.

Language Proficiency and Literacy Skills

Communicative competence as the functional language proficiency, as described by Nurss and Hough (1992), requires four aspects of language skills: (1) grammatical competence (the ability to recognize the phonological, syntactic, and semantic features of the language to understand words and sentences); (2) sociolinguistic competence (the ability to use language appropriate to particular social contexts); (3) discourse competence (the ability to understand longer pieces of a written text, including the meanings expressed between individual sentences); and (4) strategic competence (the survival strategy that fluent language users rely on to compensate for limiting factors that otherwise might lead to communication failure). Native English speakers have developed full control of oral English in these four aspects of language skills, whereas English learners need to develop each of the competencies.

Chomsky theorized that children learn language as if they were neurologically predisposed to do so (Lefrancois, 1999). Children learn how to talk just as they learn how to walk. The English-as-a-primary-language child learns how to speak English without instruction. Then the child will become able to read and write in English because he or she has acquired considerable facility in understanding and speaking, as noted by Nida (1961). On the other hand, English learners usually learn the English language in the reverse process without acquiring considerable facility in understanding and speaking. English learners have to maintain language skills to keep a functional level of language proficiency. English learners are also working with a much smaller vocabulary than native speakers are. If there is a substantial difference in the structure of the first and second languages, this causes problems. These are the significant differences between native speakers learning literacy skills and English learners acquiring literacy skills in the English language. While many aspects of reading development are essentially similar for English learners and native speakers, there are important differences: (1) English language proficiency and (2) the ability to read and write in the primary language (Peregoy & Boyle, 1997). The authors emphasize that these two aspects contribute to the ease with which English learners develop English reading and writing skills.

Most English learners do not choose to read English texts (and books or journals), even though reading is recognized as an important source of input for second language acquisition (Gee, 1999). English learners also tend to avoid reading long or complicated reading materials; therefore, they have to be taught to bring appropriate *tools* to difficult reading tasks. Such tools include: (1) predicting what one is going to read from titles, illustrations, and abstracts is important; (2) scanning (or locating the specific information quickly) is essential for reading; and (3) skimming (or rapid reading for the general idea) is linked to finding the main idea (Robertshaw, 1984). Since skimming is more than an idea identification, it is assumed that students will develop skimming improvement as they continue their studies (Barnett, 1989).

Although Carrell, Gajdusek, and Wise (1998) deliberately use the term "strategies" rather than the more traditional term "skills," reading is an active skill, involving guessing, predicting, checking, and asking oneself questions. Thus motivation is of great importance when reading. Specifically, in Grellet's (1981, pp. 4-5) words, reading involves the following series of lesser skills: (1) recognizing the script of a language, (2) understanding explicitly stated information, (3) understanding conceptual meaning, (4) understanding the communicative function of sentences, (5) understanding relations between the parts of the text through lexical cohesion devices, (6) recognizing indicators in discourse, (7) distinguishing the main idea from supporting details, (8) selective extractions of relevant points from the text, (9) extracting salient points to summarize, and (10) basic reference skills. Certainly reading is a skill, like dancing, driving, singing, or swimming. As theorized by Perfetti (cited in Sinatra & Royer, 1993, p. 510), individuals may pass through the following developmental stages in the acquisition of language reading skills:

> Stage 1: Word-processing ability plays relatively minor roles in reading ability because of slow and error-prone processing activities.

> Stage 2: Overall reading competence is determined largely by competence in word identification skills.

> Stage 3: Word identification skills are largely equalized and the overall reading performance is determined by the process associated with determining the meaning of segments of the text.

ESL Instruction and Reading Comprehension

"Traditionally, ESL classes serve as the entry point for new immigrants [and international students] to gain language proficiency and cultural perspective and simultaneously establish a place for themselves within their new environments" (Kooy & Chiu, 1998, p. 79). ESL teachers must help their students develop a positive attitude toward reading because one of the key factors in motivating students to read is the teacher who values reading (Gambrell, 1996). Yet improved reading in a foreign language cannot be taught, simply because proficiency in reading only increases through more reading (Xianlong, 1991). According to Klingner and Vaughn (1999),

collaborative strategic reading (which combines reading comprehension strategy instruction and cooperative learning) has consistently yielded significant improvement in students' reading comprehension, content learning and vocabulary acquisition.

Reading comprehension is the product of decoding fluency, considerate text, the compatibility of knowledge of the text content, and active strategies to enhance understanding and retention (Palinscar & Brown, cited in Walworth, 1990). Reading comprehension tests have been concerned with the measurement of the levels of reading ability in terms of the ability to grasp and retain the facts of paragraphs. Perkins (1988) conducted a study of the test of English as a foreign language (TOEFL) reading sub-test and found that the items based on the classification paragraphs were more difficult than the items based on the serial paragraphs. As concluded by Perkins, the TOEFL reading sub-test did not measure the ability of test takers to apply reasoning in reading. Validity as a measure of reading is therefore in doubt.

Reading is perhaps considered the most important skill in language learning. Many ESL students cannot read efficiently because, in Cho and Krashen's (1994) words, (1) ESL students do not engage in free reading, (2) ESL students assume that reading must be always hard work, and (3) textbooks used in ESL classes are comprehensible but are not interesting. To promote the acquisition of the English language, ESL textbooks should be interesting and comprehensible. Reading is primarily a mental, psychological, and individual activity. It is such a complex process by which the reader reconstructs a message encoded by the writer. According to Xianlong (1991), in China ESL college students' reading abilities are extremely low, with average reading speeds of 35 to 50 words per minute; nevertheless, it is neither the students' knowledge of the language nor their limited vocabularies but their flawed method of reading that hinders them from reading efficiently. Spencer and Sadoski (1988) found that reading abilities of both Oriental and Arabic College students were significantly lower than those of their Hispanic counterparts.

ESL students come to the American classroom with a different set of language and literacy experiences than do monolingual English speaking students (Hoffman & Kossack, 1987). Reading instruction needs to relate to the ESL students' background knowledge and culturally defined literacy practices as determining factors in the ESL reading performance (Davis & Bistodeau, 1993). As touched upon before, however, literacy in English as a second language is acquired in much the same way it is acquired as a first language through meaningful encounters with functional materials. A book-rich environment is thus essential to nurturing the development of second language learners' literacy skills. Because reading and writing play a larger role in language instruction, an integrated reading-writing-oral-aural language teaching approach is helpful to ESL students (see Table 1). Also, an academic program described in the next section is a vital method to ESL students being prepared to participate in mainstream courses.

Table 1. Teaching Reading to ESL Students

- Provide a classroom environment that allows meaningful oral language interactions with the teacher and English-speaking peers. Use concrete materials and experiences to make the oral input comprehensible.

- Provide a meaningful written language environment that demonstrates the functional users of print and link the students' home and community print environment to the school's print environment.

1. Provide a model of reading for meaning rather than for decoding. Use culturally familiar materials and integrate new vocabularies and concepts into students' existing knowledge by using pre-reading and post-reading discussions and open-ended questions.

2. Provide a literacy program that incorporates interactive story reading, shared reading and taped books, the language experience approach, the use of writing through dialogue journals, and thematic units for integrated literacy instruction.

3. Provide instruction in how to comprehend content materials as well as to acquire study and test taking skills.

4. Provide native literacy instruction where feasible, recognizing the common language proficiency underlying reading and writing in both the native and the second languages.

5. Provide students who do not read in their native language with additional opportunities to understand the links between oral and written language, the functions of literacy, and the concept of the print.

Source: Nurss, J. R. and Hough, R. A. (1992). *Reading and the ESL Student*, p. 277.
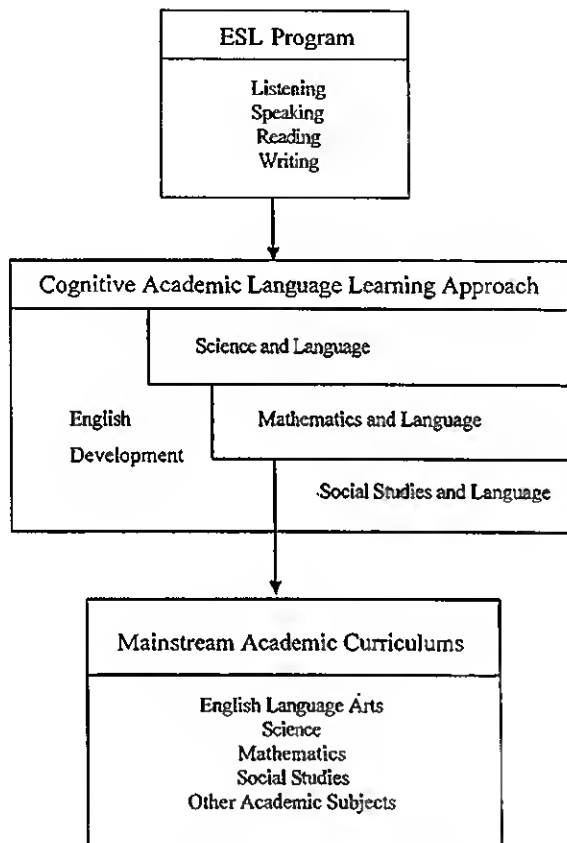
The Cognitive Academic Language Learning Approach Program

American education is characteristic of speed and competition. Reading demands of higher education in the United States are unique and many students do not reach the maturation level necessary to deal successfully with the demands of college reading, and the situation is even more complex for college students for whom English is not their native language (Upcraft et al., cited in Mokhtari & Sheorey, 1994). Therefore, ESL students need to be provided with techniques and exercises that improve reading comprehension and, in particular, increase reading speed. ESL students further need instructional techniques that facilitate their performance in mainstream courses. English language requirements of ESL classes are generally contextualized and are not cognitively demanding, albeit the language requirements of the mainstream courses are decontextualized as well as cognitively demanding.

The cognitive academic language learning approach (CALLA) program developed by Chamot and O'Malley (1986) combines English comprehension development, content-based ESL instruction, and learning strategies in order to assist the transition of ESL students into mainstream courses through three components: (1) curricula correlated to mainstream subjects,

(2) academic language development activities, and (3) learning strategy instruction. The visualized structure is shown below in Figure 1.

Figure 1. The CALLA Model: A Bridge to the Mainstream

Source: Chamot, S. U. and O'Malley, J. M. (1986). *A Cognitive Academic Language Learning Approach: An ESL Content-Based Curriculum,* p. 10.

The CALLA program focuses on English language development through cognitively based content area instruction, especially in science, mathematics, and social studies. Evaluation of the CALLA program over a three-year period by Chamot and O'Malley (1994), providing practical guidelines for designing a CALLA program, demonstrated that this program was such a powerful technique for increasing the achievement of limited English proficient students. Mustafa (1998) showed that formal instruction on reading strategies for science and technology through the English course was perceived by science students as being helpful in performing academic tasks required in English for their subject courses. The CALLA program also provides

ESL students with additional sophisticated reading material, facilitating vocabulary acquisition (Kasper, 1994). Although this approach has been used for many years in university education programs for foreign students, content-based ESL programs at the elementary and secondary school levels are just emerging (Reilly, 1999).

As maintained by Reilly (1999), using English as a medium to learn mathematics (which has its own special vocabulary, syntax, semantic property, and discourse feature), science (which is a set of concepts and the theoretical explanation of natural phenomena), and social studies (which should be concerned with more than just historical facts and terminology), the CALLA program provides the ESL students with a less abrupt transition from the ESL classroom to an all-English-medium academic program. If English literature is added to the aforementioned three subjects, it must be beneficial for ESL students especially to prepare for standardized tests such as the Graduate Record Examination. Moreover, by making literature an integral part of the English learning process, "Students deeply involved in literature simultaneously acquire the English language and shape their cultural understandings" (Kooy & Chiu, 1998, p. 84).

Learning English in Japan

"A person who does not speak fluently in a second language would improve as he or she 'practices' the second language in silent sustained reading" (Hamilton, 1997, p. 51). This definitely is a useful notion. English is neither Greek nor Latin, yet Japanese students first involve silent reading, or grammar-translation (that is, translate a text passage into Japanese very carefully) in learning English at school. Indeed, the basic teaching paradigm throughout the 70s, 80s, and 90s in Japan has remained the grammar-translation method (Scholefield, 1997). With an incredible amount of time, energy, and effort, Japanese students cannot acquire communicative competence of English because such a way of learning is a great disadvantage in learning English. As a matter of fact, however, the grammar-translation method has been meeting the needs of the students to pass an entrance examination for high school, college, and university. But Japanese students are taking steps to study English as an international language of communication, though it will be a long and difficult road to teach English in Japan as a living language (Baskin, 1996).

Flaherty's (1993) study of Japanese *kanji* (ideograms which were brought in from China) found that when Japanese children between the ages of eight and twelve learned *kanji*, they accessed the phonetic code prior to the semantic code; similarly, in learning of the alphabet-habituated second language, Japanese adult learners processed the phonetic code prior to the semantic. In learning English, therefore, it is better to use the phonetic alphabet first, until students have mastered several hundred words and phrases. It is also better to delay reading until such time when they have a rather good conversational ability for simple situations. As noted by Wen (1999), integrating reading with speaking (using oral activities such as interview and debate) perhaps allows college English instructors to tap their students' speaking potential.
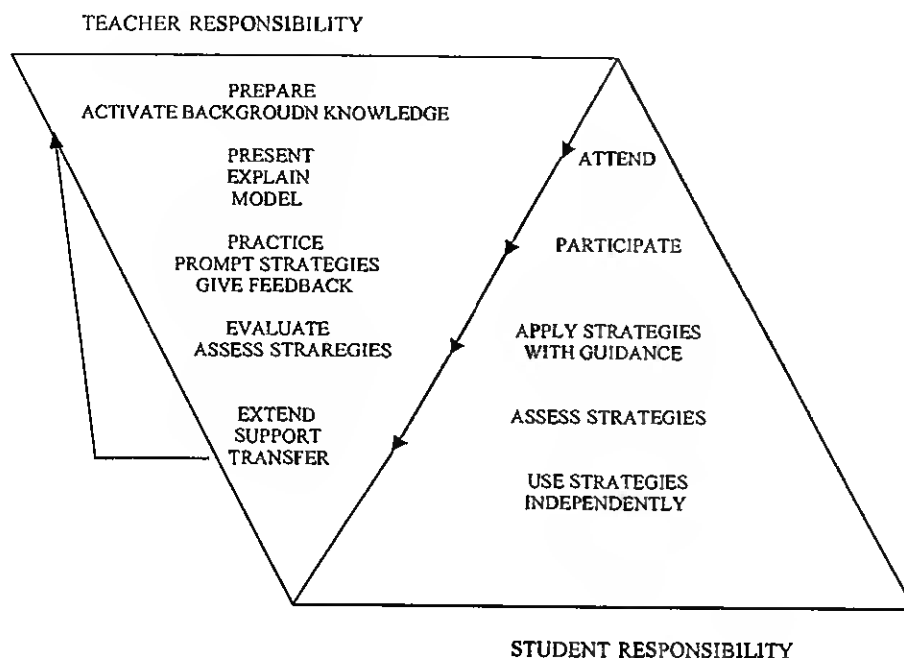
Inherent in the learning of a foreign language is the learning of a large vocabulary. In the process of word acquisition, quite some time is spent on memorizing. Memorizing words is a time-consuming, even boring activity; and words learned are forgotten relatively quickly. Saito's (1998) study of high school English has demonstrated that the meanings of unfamiliar words are best retained, when learners guess their meanings while reading these unfamiliar words in context. This practice, already needed for ESL students, is better than learners trying to memorize word lists before reading them in context. ESL students have to continue reading English.

The following suggestions by Kitao and Kitao (1986) for improving Japanese college-level English reading instruction are very important and useful: (1) choosing appropriate texts, (2) avoiding exercises requiring that students replace Japanese words with English, (3) providing background information, (4) encouraging faster reading, (5) giving students a purpose for each reading task, and (6) providing opportunities for discussion.

Robbins (1996) has developed a model, which incorporates much of the CALLA program, for learning strategy instruction, particularly in the Asian cultural and educational context. The model includes five stages of lesson development based on the changing roles of the teacher and the students in the process of instruction. In a typical Japanese classroom the teacher is in control and the students passively follow directions. In the model, students are expected to become self-regulated learners, managing their own learning through metacognitive knowledge.

As seen in Figure 2, "As the students progress, widening their repertoire of learning strategies, their responsibility increases, while that of the teacher is reduced, as represented by narrow point of the triangle on the left showing less teacher responsibility" (Robbins, 1996, p. 8). Robbins used this model in his university course in Japan, and students valued their experience greatly because they learned that they did not need to understand every word in the book to enjoy reading.

Figure 2. CALLA Framework for Strategies Instruction

TEACHER RESPONSIBILITY

PREPARE
ACTIVATE BACKGROUDN KNOWLEDGE

PRESENT
EXPLAIN
MODEL

ATTEND

PRACTICE
PROMPT STRATEGIES
GIVE FEEDBACK

PARTICIPATE

EVALUATE
ASSESS STRAREGIES

APPLY STRATEGIES
WITH GUIDANCE

EXTEND
SUPPORT
TRANSFER

ASSESS STRATEGIES

USE STRATEGIES
INDEPENDENTLY

STUDENT RESPONSIBILITY

Source: Robbins, J. (1996). *Language Leaning Strategies Instruction in Asia: Cooperative Autonomy?* p. 6.

Summary and Conclusion

Oral language is acquired within the environment in which the student lives and functions and, thus, reading instruction needs to relate the student's cognitive and cultural schemata to the text. As theorized by Nida (1961), the scientifically valid procedure in language learning may involve listening first, to be followed by speaking and then reading. Literacy in English as a second language is basically acquired in much the same way it is acquired as a first language.

Reading is a "dialogue" between the reader and the text. Without the reader, any text would be meaningless. That is to say, the dialogue depends on the reader's linguistic and reading proficiency as well as familiarity with the content of the text. The dialogue further depends on whether the reader has appropriate schemata to interpret a piece of the written text.

The CALLA program is intended as a bridge between the ESL and mainstream classes to supply the academic language skills that ESL students need to success in content areas. Curricula correlated to mainstream subjects providing ESL students with meaningful reading materials are extremely beneficial to them. ESL classes should provide the students with a variety of reading

options. As suggested by Pilgreen and Krashen (1993), encouraging ESL students to read for pleasure is very important, and school libraries with plentiful supplies of interesting books can make a major contribution to the second-language literacy development.

Unskilled readers read less, whereas good readers read more. Ideally ESL students should read at a speed as close to that of the native speakers as possible. "If they read more, they will become more competent readers and also acquire more English in a reciprocal relationship" (Gee, 1999, p. 4). Finally, proficiency in reading only increases through more reading after all.

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Why Can't Johnny Read or Write?
The Psychology of the Behavior

George Kallingal
Professor, Foundations
College of Education, University of Guam
Mangilao, Guam

Introduction

Why can't Johnny read or write? Why is reading or writing a problem for many of our students? To answer these questions, thirty students enrolled in University of Guam undergraduate classes in the College of Education who were good readers and writers were compared to twenty College of Education undergraduate who were not doing as well in reading and writing. The purpose was to analyze differences and commonalties in the psychological mechanism of reading and writing. Several psychological processes were compared and contrasted. This was an action research and based on the findings, this report is written to help teachers employ more effective teaching strategies for students to enhance their reading and writing skills.

Johnny is a highly complex orgasmic being with a unique essence and a highly individualized existence of his own. Johnny is also a social being, trying to engineer a path in life, attempting to conform to the norms and expectations of his society, and at the same time, trying to satisfy his personal needs. His nature requires that he maintain a delicate balance between his personal needs and functions and the external demands imposed and influences exerted on him. It is important for Johnny to make the needed efforts to achieve and maintain this balance. Failure to achieve a harmonious balance between these two forces appears to have a negative impact on Johnny's overall adaptation to his environment and more specifically, on his ability to read and write as expected of him.

Essential Components of Reading and Writing

Reading and writing are behaviors that require an active interaction between stimulating external inputs and functioning internal processes. Our schools appear to provide reasonably stimulating inputs and therefore we must conclude, at least based on this study, that the problem of reading and writing is not significantly related to the type of external inputs given by the teachers. There is always room for improvement in this area; however, as compared to other countries, the

external inputs given to students on Guam are greater than what students in other parts of the world receive. This simple finding suggests that we need to put more emphasis on the internal functions of Johnny.

What are these internal functions? In reading and writing there are many functions, some of which we understand quite well and others we don't fully understand. Three major functions appear to play a major role in reading and writing. They are:

1. Reception of the external world
2. Processing of the external world
3. Output production

Reception of the External World

Reading and writing involve receiving of inputs from the world around. Human beings receive the world around them through their senses. These beings have five senses and they appear to have dominance in one or more of these senses. Reception of the external world through the dominant modes seems to lead to better reception. This suggests that teachers who attempt to expose their students to the world outside through their own preferred modes may not get as much success as compared to teachers who allow students to receive the world through students' preferred modes. This further suggests that it is perhaps more advantageous for teachers to encourage this exposure to the external world outside the classroom rather than in the classroom. In the classroom, it is not possible for teachers to present the world in a way that is suitable to every single student. Reception assignments should perhaps be given as homework assignments.

There is also indication that reception through more than one sense of modality has beneficial effects on reception. Students who read aloud, thereby utilizing both the visual and the audio modes, receive the external stimuli better than those who receive them only through one mode. It is not possible for teachers to allow reception through multiple mode within the classroom. To the extent it is possible, teachers are certainly encouraged to incorporate strategies in the classroom to facilitate reception through multiple modalities. Logistically, this is not always possible. However, students report that teachers who present information in the classroom in many different ways, utilizing several sense modalities, have greater success in getting students to read and write than teachers who present information using only one sense modality.

Processing of the External World

This is a major function in reading and writing and perhaps one that schools ignore and neglecte. In many ways, there is much similarity between eating and learning. As the stomach is made to process the food that comes into it, so the human brain is made to process items information that comes into it, although in a different way. The stomach is made to function automatically. This behavior is called *respondent behavior* in the sense that it is controlled by the involuntary muscle system. The processing of the mind is controlled by the volitional system. These are called *operand behaviors*. Each individual must learn to process information in one's

own individual way.

Different individuals process information in different ways. This processing can be cognitive, affective, spiritual, and socio-cultural. Some individuals may focus more on one type of processing than another; although it does not matter how an individual processes the incoming information. What is important is that the information is processed by the learner. Just like food in the stomach, if processing is not carried out, the stomach will not be able to absorb the nutrients from the food and make it possible for the biological systems to grow. If the mind does not process incoming information, it cannot absorb the growth inducing elements contained in the information and facilitate growth of the internal cognitive, affective, spiritual and socio-cultural systems.

Just as reception of the external stimuli is carried out in different ways, processing is also carried out in many different ways. If students are encouraged to engage in functions that are unique to them, they are likely to process information better. Additionally multiple modality processing of information is likely to have more beneficial effects than single modality processing. Students need to be guided and encouraged to process information through the cognitive, affective, spiritual and socio-cultural modes. Information processed through multiple modes is likely to be retained and utilized better than processing through a single mode.

Inadequate processing may explain why Johnny is not able to read or write. Passivity in reading and writing is a major problem. Students must make efforts to make sense of what they read. If there is passivity, they are not likely to make sense out of it. Activity is necessary for making sense out of the external world. Meaning can not be acquired through external dictation. Meaning is acquired individually. Students can not write well if they do not have a clear message. A message is construed by the individual, not by the teacher. The medium of expression can be provided by the teachers, although it is always better when the writer chooses his own medium. The forming of a message takes activity. Passivity is again a major problem in writing. This passivity may well be caused by the behavior in the teachers. Teachers who tell students what to write and how to write may be encouraging this passivity.

Successful students in reading and writing report that they engage in many personally meaningful strategies and methods. On the contrary, students who are not good writers and readers tend to do what they are told to do and how they are told to do it. This is clearly a major difference between good readers and writers and those who are not as good.

Output Production

To further elaborate on the analogy of eating, once the stomach processes the food and absorbs the nutrients, these nutrients are distributed around the body to affect growth in the various organs and other biological systems. Likewise, in reading and writing, output production plays an important role. Reading and writing are important steps in achieving growth. Students read and write for many reasons, but chief among them is to affect personal growth. Human beings tend to be motivated to do things that are meaningful to them. Personal growth is very

meaningful to all human beings. In school, teachers must attempt to affect growth in the areas of physical, intellectual, emotional, spiritual and socio-cultural development and in their overt behaviors. If teachers make greater efforts to relate their content to these aspects of growth and development, the skill taught in the different curricular are likely to be more easily acquired. It may not always be possible for all teachers to relate their content to all of these areas. But ingenious teachers find ways to connect them somehow. This is really the challenge of teaching.

Physical Quotient (PQ)

Students are sent to school to achieve growth in their physical development. Students must learn to manage their bodies effectively. Body management requires learning about the various aspects of physical growth and development. Reading and writing assignments in this area, or at least when they are somehow related to achieving physical growth, are likely to arouse greater interest in reading and writing. Adequate body development is a matter of concern for all students.

Thus, if the main objective of teaching and learning is to promote growth of the individual, reading and writing must somehow be related to physical growth. This is one way to make reading and writing personally meaningful to students.

There is indeed some research findings to suggest that positive use of language and neuro-lingual programming are correlated. Reading has an affect on the body. If reading has an affect, writing can also be assumed as having an affect on the body. Certainly students read what they write and this is likely to have a positive effect on the body. In fact, students should be encouraged to read to others what they write. Classroom presentations of their written papers give them opportunity to achieve this goal.

Intellectual Quotient (IQ)

Reading and writing, if utilized properly, arouse the entire cognitive system. When students read, their brain engages in many cognitive operations such as understanding, comprehension, analysis, synthesis, judgment, reasoning, problem solving, insight development, etc. When students read and write, these cognitive operations are turned on. One important cognitive operation is called *meta-cognition*. This cognitive operation is turned on when students try to figure out for themselves what they have to do and how they are going to do it. This system will not be turned on if teachers dictate and control this function. Then students simply do what they are told to and how to do it. When this function is left to the students, they make efforts to figure out what to do and how to do it.

Good readers and writers appear to engage in cognitive operations in their own unique way. Students who don't seem to read and write very well seem to depend on the direction given by the teachers.

Emotional Quotient (EQ)

Reading and writing arouse many human emotions. This arousal is dependent on their willingness to utilize their internal systems when they read and write. The human emotive system is closely linked to the cognitive system. The linking system works automatically. But it is also dependent on the volitional system of the individual. Students need to involve themselves actively in their reading and writing to produce emotional outcomes. Through reading and writing, students can express emotions aroused and learn to manage them through expression. Writing is an excellent medium for students to become more aware of their emotions and learn to express them in gratifying ways.

Ordinarily students are not conditioned to relate their readings and writings to their cognitive functions. Assigned readings often do not have the same personal flavor. Students do what they are told to do and this is unfortunate. Emotional involvement will have a positive effect on their reading and writing and that in turn will produce better understanding and control of their emotions.

Our research indicated that high achieving readers and writers are quite emotionally involved in their readings and writings and this involvement is greater in the good readers and writers as compared to those who are not doing as well. Writing tends to be more effective if human emotions are introduced into student's writing. Scientific writing often tends to be very factual and unemotional but other forms of writing can be encouraged to help students incorporate human emotions into their writing.

Spiritual Quotient (SQ)

The human functioning system is complex and integrates a spiritual system as well. Reading and writing are very much affected by the existing values and belief systems of the individual. Attention, concentration and persistence in their reading and writing behavior depends greatly on one's value systems. If reading and writing assignments incorporate the values and belief systems of the individual, achievement is likely to be higher, as shown by this research. The spiritual system appears to have an overall effect on the cognitive and emotional system. Values and beliefs affect reading and writing.

Morality and ethics in reading and writing are important outcomes and must be emphasized by teachers. Respect for evidence and compliance to norms and standards are very important parts of reading and writing behavior.

Socio-Cultural Quotient (SCQ)

Human beings are very much affected in everything they do by their group affiliations. Thinking, feeling, beliefs and values are formed through socio-cultural experiences. Reading

materials and writing assignments cannot ignore this reality. Students should be encouraged to write and read about cultural affiliations, either at the micro, macro or global levels. Reading and writing assignments provide opportunities for students to see themselves in relationship to their cultural affiliations, providing multiple perspectives and meaning to what they read and write. When there is meaning in reading and writing they persist in these behaviors.

Compliance to the socio-cultural demands is important in the reading and writing process, although there must be a fair balance between these external demands and personal needs. Any tilt toward one or the other is likely to have a negative effect in reading and writing. As pointed out earlier, education generally places a little more emphasis on the social conforming aspects and not enough on the individual processing aspects.

Behavior Quotient (BQ)

Reading and writing are human behaviors. Like all behaviors, they need to conform to the basic socio-cultural demands, but behaviors must be also the product of adequate processing in several of the above areas. Then only personal needs can be satisfied. The greater the internal processing, the better students' reading and writing. Reading and writing assignments must encourage this individual processing to a greater extent.

Students who achieve a reasonable balance between these two components and utilize several of the many internal processes just described seem to achieve better in reading and writing as compared to students who do not give importance to any of these processes.

Conclusion

So why can't Johnny read or write? Based on this simple action research, it may be concluded with some certainty that reading and writing, like other human behaviors, are dependant on the ability of students to utilize their internal resources and their ability to reasonably conform to external norms and standards. Passivity in either one of these focus points is likely to have less than a desirable effect in reading and writing.

For teachers and educators, this finding is significant. Teachers do work hard to bring about growth in reading and writing; however, if they wish to bring about significant growth in these areas, they need to promote effective utilization of students' internal and external systems.

Based on this study, it may be predicted that Johnny will read and write better if he is encouraged to utilize several of his internal processes and he is encouraged to engage in these processes through reasonable compliance to the socio-demands and influences exerted on him. This is the psychology of the reading and writing behavior.

A Digital Classroom For a Foreign Language Course;
A Case Study of Japanese Language Courses

Poong-Ja Toyoko Kang
Associate Professor, Japanese
Humanistic Studies, College of Arts and Sciences, University of Guam
Mangilao, Guam

Although Computer Assisted Language Learning (CALL) is well accepted and established among language teachers, computer-assisted, -operated and -mediated instruction/teaching has not yet been fully explored. It may be time for a language teacher to promote CALL by using and exploiting information and communication technology for instructional purposes.

In this presentation, a digital classroom simply means classroom instruction using computer technology. What motivated me to start a digital classroom is the opening of the first digital language lab at our institution and my desire as a foreign language teacher to make the lab useful for my students' target language learning. To this end, I implemented digital classrooms in University of Guam Intermediate Japanese (JA201) and 4th Year Japanese (JA401) classes.

This presentation has two goals. One is to explain why a foreign language teacher like me needs to have a digital language lab for the development of reading and writing skills. The other is to show, based on my experience, how a language teacher with a basic knowledge of computer literacy and a small budget can start a digital classroom.

Why Have a Digital Classroom?

In intermediate and higher level courses for foreign language learning, the main objectives are to develop reading and writing skills in the target language. On the Internet, it is easy to find authentic reading materials. By virtue of the Internet, even in a remote place like Guam, people are not geographically handicapped anymore. By incorporating E-mail correspondence in the target language within the curriculum, we can encourage our students to write in order to communicate with their classmates in the target language.

To acquire high reading skills and proficiency in a foreign language like Japanese, students need to learn Chinese characters called *kanji*. To read Japanese newspapers, one needs to know about 3000 kanji. Additionally, to improve reading skills, one has to develop high speed visual

sentence processing, obtained by frequent exposure to authentic reading materials. The Internet can provide us with this kind of environment. For kanji vocabulary learning, making flash cards through a *Microsoft Power Point*® slide show enables us to expose our students to kanji vocabulary at a high speed.

How Can a Teacher Start a Digital Classroom?

First of all, a foreign language teacher needs to have basic computer equipment and computer-operated instructional materials.

Basic Equipment

A computer lab available for use and a computer projector to use in the lab. If the institution does not have any computer lab for language class use, the teacher needs a laptop computer, a computer projector and a room with Internet hook-up.

In our University of Guam language lab, although our budget in not large enough to buy CD-ROMs, the lab is hooked-up to the Internet. Additionally, *MS Office 2000*® and *Microsoft Global IME*®[1] incorporating an East Asian language operating system are installed in every *Pentium III* computer in the lab. *MS Office 2000*® has not only *Microsoft Word*®, but also *Microsoft Power Point*®. *Microsoft Global IME*® has the Japanese language operating system in its package.

Instructional Materials

There are roughly two ways to obtain instructional materials for a digital classroom. One is to make a use of information and communication technology such as the Internet or to simply purchase proper CR-ROMs. In both cases, a teacher needs to invest his/her time to search, find and examine appropriate materials for his/her class. The other way is to create computer-assisted instructional material. I do not recommend a digital classroom for beginners, unless a teacher is willing to spend plenty of time to learn how to use some software. If this is the case, I recommend learning *Microsoft Power Point*® because it is easy to learn.

How do we find appropriate materials on the Internet? I began searching at the YAHOO www site <www.yahoo.com> and choose the *Social Science* link. I then linked through the subdirectories, as indicated by arrows: *Social Science* ➔ *Linguistics and Human Languages* ➔ *Languages* ➔ *Specific Languages* ➔ *Japanese* ➔ *Web Directories*.

I then browsed sites in the directories to select instructional materials based on the objectives of the classes.

Another excellent source of information about web sites for foreign language teaching and learning is "On the NET" appearing in every volume of an on-line free journal, *Language Learning & Technology* <http://llt.msu.edu>.

What resources on the Internet can be utilized? For reading, the following can be put to use: (1) web sites for learning characters, [2] (2) web sites for short stories, [3] novels, [4] newspapers, [5] and (3) web chat rooms for chatting. As for writing, web chat rooms for chatting are excellent. They are challenging for the learners because chatting requires spontaneous writing skills in a target language and reading quickly what the other participants have written. Writing E-mail in a target language to the rest of one's classmates on a regular basis can be employed as well for writing practice.

Creating simple instructional materials is also desirable, but not required, especially for a beginner. In my work, I have made two types of instructional materials taking advantage of the computer's powerful functions. One is very simple and the other – creating Kanji flash cards – is a little more complicated.

Simple instructional material can be made by just typing texts and editing them before or during class. Specifically, I typed text directly from the textbook used in JA401 (4th Year Japanese II) and then edited it in terms of an intonation phrase. On the computer screen, the font size for Japanese characters can be made bigger than that in the paper textbook. When students found it difficult to interpret a whole intonational phrase, I cut the phrase into smaller phonological phrasal units on my computer screen. Using a projector, my students could see and learn how to interpret and read smaller meaning sets. This kind of practice seems to ease the students into reading Japanese in the class, especially for those who have lower reading comprehension skills. Moreover, the computer display as an instructional instrument is far superior to that of an overhead projector in terms of instructional efficacy and flexibility.

In the more complicated instance, using *Microsoft Power Point®*, I was able to create and modify my kanji flash cards. Before using *Microsoft Power Point®*, I used slides and a slide projector. [6] To make about 700 slides cost not only money, but time as well. Using *Microsoft Power Point®*, I developed kanji flash cards for both JA201 (Intermediate Japanese I) and JA401 [7] in a less expensive and less time-consuming way. Additionally, when using the computer, I can easily change the colors of the characters or background of a slide, making the slides more fun for the students to watch. Flash cards are, in general, effective tools for teaching vocabulary or definition of terms. Japanese kanji are especially structurally complicated, and most of the kanji vocabulary consists of two kanji. To acquire vocabulary with two kanji combinations, frequent high speed exposure is necessary. Creating flash cards with *Microsoft Power Point®* achieves those tasks amazingly well.

Some Digital Classroom Problems and Suggestions

In a digital classroom, we should anticipate the following problems or difficulties: (1) equipment unexpectedly fails; (2) not all students are familiar with computers; and (3)

sometimes, for unknown reasons, the web sites in the instructional plan won't connect on the very day the lesson is to be given.

To avoid these problems, a teacher should: (1) come to the classroom prior to starting class to set up and check necessary equipment; (2) not plan to teach a lot in one class hour; and (3) prepare other instructional plans both for a digital or a traditional classroom setting. This ensures that the teacher can switch to a traditional classroom setting when necessary without wasting the class hour.

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Notes

1. An IME program allows computer users to enter complex characters and symbols, such as Japanese characters, using a standard keyboard.

2. The web sites are aimed at elementary school students in Japan. As such, they are authentic reading and learning materials and were used in the JA201 class.

3. These are also elementary school children's sites of virtual picture story books and were used in the JA201 class.

4. These were used in the JA401 class.

5. This was used in the JA401 class and will be adopted for the JA402 class.

6. Ted Critchfield's (1992) *High-speed Projection* method for kanji teaching was adopted for this.

7. In JA201, one of the main objectives of the course is to start to acquire about 200 kanji Chinese characters, to read and to write in Japanese. In JA401, the students are expected to learn about 500 kanji and to be able to read what native speakers of Japanese read, such as short essays and newspaper articles. In both courses, students are required to communicate with their classmates by E-mail and writing in Japanese. In both classes, students are encouraged to use kanji in their E-mail.

Strategies for Teaching Critical Thinking

Lawrence Kodiyanplakkal
Assistant Professor, Secondary Education
College of Education, University of Guam
Mangilao, Guam

Thinking skills are considered to be an important quality that enables educated persons to cope with a rapidly changing world. One of the most important goals of education is to teach students to think clearly and well. If we expect our students to function successfully in a highly technical society, then they must possess life-long learning and thinking skills necessary to acquire and process information in an ever-changing world.

Critical thinking has been defined by John Dewey ([1910] 1982) as "reflective thought"- to suspend judgment, maintain a healthy skepticism, and exercise an open mind. John Barrell (1991) defines critical thinking as the process of searching for and creating meaning. It includes the ability to consciously examine the elements of one's reasoning, that of another and to evaluate that reasoning against universal intellectual standards – clarity, accuracy, precision, relevance and logic. It also involves the structured examination of sources of information and data. Students must then be taught to examine, question and reflect on what they have learned. Skepticism (the ability to question) and reflection are essential skills. In summary, critical thinking involves students doing things (probing, questioning, and collecting data) and thinking about the things they are doing (hypothesizing, reflecting, analyzing, making conclusions based on data and analysis).

Any action the student undertakes to give meaning to things, or to determine what one ought to do is a thinking operation. Some examples of such thinking operations include the ability to summarize, compare, classify, interpret and develop valid inferences. They also include making decisions and applying rules of logic.

Unfortunately, critical thinking skills are not easy to teach or easy for students to master. Emphasizing problem solving and critical thinking in the classroom is a shift from emphasis on facts to strategies for using information for application. The call for teaching critical thinking comes from both extensive test results indicating that students are not performing well on complex tasks and from extensive research that indicates that all students can learn critical thinking strategies.

Development of critical thinking strategies or processes requires continues practice under the direction of a skilled teacher. Direct or didactic teaching is one useful way to introduce various critical thinking strategies. However, reliance on this method alone is probably not sufficient for achieving positive results. Students must be stimulated to think creatively on their own to resolve dilemmas, take stands on important issues affecting the society and their lives, and to judge propositions about knowledge and ideas.

Teacher modeling of critical thinking and expressions of support for it is effective classroom behaviors. Teachers who promote and practice critical thinking in their classrooms contribute greatly to their students' intellectual development. In addition, they are likely to foster a critical spirit or positive attitude toward critical thinking in their classes.

Teachers, who, in their routine classroom activities, ask challenging questions and require students to give evidence or reasons for their conclusions and opinions are likely to develop critical thinking abilities among their students.

There is a close relationship between an open, supportive, and structured classroom climate where opinions on issues may be explored and expressed in a free and disciplined manner, and development of critical thinking and attitudes supportive of these behaviors. Effective teachers challenge their students to explore alternative positions on controversial topics or public issues, require justification for beliefs about what is true or good, and insist on orderly classroom discourse. In this way, these teachers provide powerful lessons and how to make effective decisions in real life situations.

Skills Related to Critical Thinking

To think critically, students must learn general problem solving skills and develop a usable knowledge base. The Watson-Glaser (1941) Critical Thinking Appraisal, a commonly used assessment instrument defines five key skills related to critical thinking. These include drawing inferences, recognizing assumptions, drawing conclusions, interpreting data and evaluating arguments.

Across subject areas and levels, research has identified several additional skills related to an overall ability for critical thinking. These include:

- *Decision-making* The ability for students to make effective decisions is a key outcome of schooling. In order to be successful decision-makers, students must be encouraged to collect and analyze data, and to make decisions after examining all aspects of the information collected.

- *Making Generalizations* Students must be encouraged to go beyond the concrete thought process. They must be encouraged to think abstractly.

- *Comparing and Contrasting* The ability to examine similarities and differences between various ideas and things and the ability to summarize these differences is an important component of critical thinking.

- *Making Hypotheses* The ability to examine a large collection of information or data and to make valid hypotheses based on available information and propose possible solutions.

- *Analysis* The ability to break down material into its components, and to examine the material piece by piece to determine relationship between the various components and to identify the organizing principles and relationships.

- *Logical Analysis* Teachers must teach rules of logic in order to develop skills in logical analysis.

- *Forming conclusions* The ability to make inferences and predictions based on observations and data.

Teaching Critical Thinking

Critical thinking is challenging to teach and model. It places greater demand on teachers and students than traditional models of teaching. In order to be successful, a school-wide approach to teaching critical thinking skills is desirable. Each component of the critical thinking skills must the taught separately. This could begin in grades as low as kindergarten or first grade. In elementary schools, teachers may teach distinct skills in an interdisciplinary manner. For example, a teacher may teach the skill for comparing and contracting ideas during math, science, social studies and English classes.

Complementary examples from these subject areas will allow the student to understand the concept of comparing and contrasting relatively easily when used across content areas.

In middle and high school classrooms, the teaching of critical thinking skills must be continuously encouraged. Again, when possible, an interdisciplinary approach is recommended. Middle school teachers, in their interdisciplinary teams, can plan and implement lesson plans that incorporate critical thinking skills across various content areas.

The best way to teach critical thinking is to approach the process in multiple phases. The first phase in teaching students what critical thinking is to introduce the skill – explain the skill, its major sub-components.

In the second phase, the teacher should demonstrate how an expert would execute the skill. Using multiple examples, teachers can teach how someone who has mastered the skill well will use the skill effectively. The number of examples to be used will vary with the maturity level of the students.

The third phase is the teaching phase. The teacher must take students through the step-by-step process of how to implement the skill successfully. The teacher will model the skill, evaluate the skill, and clarify student questions and concerns at this phase.

In the next phase teacher will provide opportunity for independent practice. Students will be provided several examples and simulations where they will have the opportunity to practice and refine their skills

The final phase will be the continuos use of the skill in the classroom. In carefully designed classroom activities, students will have multiple opportunities to refine their skills and become experts in the skill. Students must be continuously challenged to use critical thinking skills in their daily decision making activities.

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Moving Ahead in the Solomon Islands: Information Access and Dissemination in the Forum Fisheries Agency Library

Nancy D. Kwalea
South Pacific Forum Fisheries Agency Library
Honiara, Solomon Islands

Introduction

This paper begins with some background information about the Solomon Islands and a historical perspective on the development of libraries in the country. It then discusses the current trends impacting libraries in the Solomon Islands, with reference to the Honiara Public Library, and four other major libraries: the National Library Service, the University of South Pacific Centre Library, the Solomon Islands College of Higher Education (SICHE) Library, and the South Pacific Forum Fisheries Agency (FFA) Library.

Intended as an overview of libraries in the Solomon Islands, the paper attempts to demonstrate that the FFA Library is, by comparison, in a far more advantaged position to play a leading role in information access and dissemination for all FFA member countries. This includes the needs of Solomon Islands, where the FFA headquarters are hosted.

The Solomon Islands Geography

Solomon Islands is considered to be the third largest archipelago in the South Pacific, with a scattered double chain of mountainous islands and low-lying coral atolls stretching approximately 900 miles southeast from the North Solomons and Papua New Guinea to the southwest Pacific and the Coral Sea. It has over 800,000 square kilometers of sea and a total land area of 29,785 square kilometers. The six largest islands include Guadalcanal (on which the capital, Honiara is located), Malaita (with the highest population), Isabel, Choiseul, Makira and New Georgia. In addition, there are over 30 smaller but significant islands, which include Lord Howe, Santa Cruz, Duff and the Reef groups (Harcombe, 1993 and Pacific Islands Yearbook, 1994). The country's nine provinces include Guadalcanal, Malaita, Central, Nennel and Bellona (recently renamed Renbel), Isabel, Makira, Temotu, Western Province and Choiseul.

Of the 992 islands that make up the Solomon Islands, only 347 are populated (The Solomon Islands, n.d.). Of the total population of 412,902 people, 95 percent are Melanesians. The remaining 5 percent are Polynesians and Micronesians living mostly in the outlying islands and a small minority of European, Chinese and others inhabiting the main centers. There are about 120 indigenous languages. The *lingua franca* in much of the country is Solomon pidgin, and only 1-2 percent of the population speaks English (Holt, Rinehart & Winston, 2000).

History of Library Development in the Solomon Islands

In researching this paper, the author found some interesting histories of Solomon Islands libraries recorded in various unpublished papers done by fellow librarian Hudson Kwalea (1992, 1998). [1] It was not until the mid 1950s that the first libraries emerged in the Solomons. Early colonial masters, understanding the purpose and importance of libraries in their own societies, established the first libraries with the opening of the first educational institutions. (Kwalea, 1992).

However, before the emergence of any library in the country, two early colonial masters had an ongoing dialogue about the development of libraries for Solomon Islanders in 1930. A former director of the Department of Education wrote to the Resident Commissioner and asked, "Your humble servant, I, wish to request your Excellency permission for the introduction of libraries in all schools in the British Solomon Islands Protectorate. These natives are very ignorant, and perhaps reading might make them know what we know." In response to this request, the Resident Commissioner said, "If you say the natives are very ignorant, how on earth do you expect them to know what we know from books?" (Kwalea, 1998).

I believe the Resident Commissioner's attitude has some bearing on the mentality of decision-makers in the country, which reflects how poorly libraries are viewed and supported.

Interestingly, it took more than twenty years from that 1930 statement for any type of library to emerge. Four institutional libraries emerged during the 1950s and 1960s, when the British Colonial Administration established training institutions to meet the country's health, education, marine and technical training needs. These included the following: the Solomon Islands Nursing Training School built in 1956; the British Solomon Islands Training College built between 1956 and 1958 to meet teacher training needs; the Solomon Islands Marine Training School built in 1961 to train local ship crews to man the fleet of colonial government vessels, providing the only mode of communication between the scattered islands in those times; and the Honiara Training Institute (HTI) built in 1967-1968 to provide technical education within the country, thus saving the cost of sending students overseas for such training. (Kwalea, 1992).

These institutions were merged under one umbrella in 1984 by an Act of Parliament that established the Solomon Islands College of Higher Education. The amalgamation brought about the establishment of the Central Library and four branch libraries.

The Central Library, with the largest collection of materials, recently moved from the Panatina campus (the location of the School of Education) to the main administrative headquarters in the Kukum Campus, Honiara and serves five schools of the College. These include the School of Industrial Development, the School of Nursing and Health Studies, the School of Finance and Administration, School of Humanities and Science, and the School of Natural Resources. The second largest collection of materials is on the Panatina campus, serving the School of Education and the Distance Education Centre. The third, based on the Ranadi campus, in Honiara as well, serves the School of Marine and Fisheries Studies. The two other branch libraries serve the two training institutes of the School of Natural Resources, which include the National Forestry Training Institute (NFTI) in the Western Province, and the National Agricultural Training Institute (NATI) in the Malaita Province.

Another library that emerged was the Education Library, established in 1959 as the first central depository and distributing library in the Solomon Islands. Coordinated by the Department of Education, this library service was mainly aimed at the working class and not the general public. The rationale behind this was that Solomon Islanders were illiterate and would have no need nor desire for books. Despite this fact, it was this library's role and the services it provided in the early 1960s that formed the basis of public library services, as well as the central depository and distribution function of the current Solomon Islands National Library. (Kwalea, 1992).

In 1962, the Solomon Islands Library Club, a nonprofit organization, was formed by spouses of expatriate employees of the Colonial government. Its aim was to have a library serving a wider population than the Education Department's Mobile Library Service, which was providing library services to schools in the out-stations. Recognition of this club's role prompted the Education Department to hand over the responsibility of the Mobile Library Service to the Library Club. Although the library was meant to serve the general public, the Club's imposition of fees and fines discouraged many from using the library and subsequently prompted the idea of establishing a Public Library.

Between 1963 and 1965, the Director of the Department of Education persistently requested that the British Council fund a Public Library building. The result was a British Council grant of £5,000 approved in 1966, which enabled the construction of the first public library. It was officially opened in August 1968 as the Solomon Islands Public Library. The public library was the direct responsibility of the Department of Education until 1972, when it was handed over to the Department of Information and Broadcasting Services. This responsibility was, however, relinquished in 1973 and the Public Library was then transferred to the Honiara Town Council (HTC), established in the early 1970s to manage the affairs of the Honiara township. This transfer meant that the assets of the Council would remain its property, to be used only by Honiara residents. Although the Solomon Islands Public Library continued normal services to Honiara and the out-stations, the possessive attitude of the Honiara Town Council become so dominant within the new administration that in late 1973, services to out-stations were reduced considerably. It was said that the council had insufficient funds to continue maintaining these services. This lack of sufficient services to the out-stations resulted in the formulation of plans for the National Library of Solomon Islands. (Kwalea, 1992).

The idea of a national library was first raised by a British Council Officer who did a survey of library services in 1973 and submitted a report to the Legislative Assembly. This was positively considered and included in the *Solomon Islands National Development Plan* of 1975-1979. The Legislative Assembly favored the idea of a National Library in that it would be both the central coordinating center of free public library services and a central acquisitions and preservation center of all materials relating to the Solomon Islands. Additionally, it could provide extension services to schools, educational institutions and other institutions and departments of the government. The positive consideration of the idea resulted in the 1979 *National Library Act,* which established the National Library of Solomon Islands as well as a National Library Advisory Board. The British Council provided funds for the building, which was completed in 1980.

Responsibility over the National Library changed hands several times, beginning with the Ministry of Education, Training and Cultural Affairs from 1974 to 1979. Then a ministerial re-organization in 1979 gave responsibility to Ministry of Education and Training. It was then decided that the administrative responsibility of the library be handed over to the Ministry of Youth and Cultural Affairs, with the idea that libraries are more culturally related to human development. A further ministerial re-organization was made in 1990 and the responsibility of the National Library was given back to the Ministry of Education and Human Resources Development. By then, there were fears in the minds of librarians that the minister responsible might make decisions on library matters, not necessarily in the best interest of the National Library. This fear intensified with the inactivity of the National Library Advisory Board on library policy matters and decisions. (Kwalea, 1992).

Similarly, the inability of provincial governments, always lacking sufficient funds to continue maintaining provincial services, and the decentralization of provincial libraries to the provincial governments led to very poor library services in the provinces. For example, from 1978 to 1982, the annual budget for the Malaita Provincial Library was only $400.00, which could not meet basic needs. Attempts to persuade the Provincial authorities to increase the annual budget failed, and the consequence was closing down the library in 1989. (Kwalea, 1992).

This history reflects the National Library's struggles to convince the provincial authorities of the importance of libraries. It also predicts ominous library trends for the future, unless the mentality of decision-makers changes.

Current Trends Impacting Library Development

Solomon Islands is currently faced with ethnic tension between the two largest islands -- Guadalcanal and Malaita, with serious adverse effects on the state of libraries in the country.

The tension has its roots dating back to the colonial era, when Malaitans were recruited to work at the Oil Palm Plantation on Guadalcanal. Forming the major workforce of the plantation over many generations, Malaitans and a minority of other ethnic groups continued to migrate and

settle on Guadalcanal on pockets of land, either legally purchased from landowners, or alienated through relatives and *wantoks*.

In late 1998, a militant group from Guadalcanal emerged, calling itself the Guadalcanal Revolutionary Army (GRA), which was later changed to Isatabu Freedom Movement (IFM). The militants harassed Malaitans on rural Guadalcanal with physical abuse and destroyed their homes and properties in an effort to get rid of them and reclaim all alienated land. With the help of the government and outside aid, a mass evacuation of all Malaitans settled on Guadalcanal followed. In retaliation to the GRA's humiliation, another militant group calling itself the Malaita Eagle Force (MEF) emerged from Malaita. The MEF's aim was to retaliate against the GRA and defend Malaitans from harassment and intimidation.

This tension reached its peak in the middle of this year (2000), when the MEF collaborated with the Solomon Islands Para Military Force, took over the country's main armory at the Police Headquarters in Honiara, held the Prime Minister (a Malaitan) under house arrest and declared an all-out war against the IFM. This resulted in the Prime Minister's resignation under duress and the formation of a new government. With the takeover of the main armory, the Police Force was left powerless. The government's inability to financially sustain the Police Force led to many police officers' voluntarily taking unpaid leave and fleeing to their homes, thus reducing the force considerably. This enabled the armed criminals to take advantage of the fragile situation, harassing business people and ordinary citizens for money, vehicles and whatever they wanted at the barrel of a gun.

The consequence of all the events now is serious economic crisis affecting the whole nation. Many businesses and essential services closed down during the peak of the tension, and a mass evacuation of the expatriate community took place, initiated by Australia and New Zealand. All other countries followed suit and evacuated their citizens residing in the country. This brought about confusion and panic among the local people who feared that perhaps the diplomatic missions knew something they did not know about, and were therefore trying to take their people away for safety. As a result of this fear, many fled to their homes. Local critics viewed the mass evacuation as an indirect economic sanction, which they resented. To the local population, things were not as bad as the way the overseas media made them out to be. As for the civil servants, many were sent home on a mass *unpaid leave* exercise, because the government did not have sufficient funds to sustain the workforce. Only a small handful were left in each office to look after essential services.

The effects of the tension were worse for all libraries. The Honiara Public Library, which is still the responsibility of the Honiara City Council and the provider of the Honiara population's main reading needs, closed down in June. The four staff (1 librarian, 1 assistant librarian, 1 library assistant and 1 cleaner) were sent home on indefinite unpaid leave due to financial difficulties facing the Council.

The Public Library, with very minimal funding from the Council, receives much of its resources through donation. One recent donation late last year was a consignment of 3,000 books received

from the Rotary Clubs in Australia. This was received gratefully as the Library was in need of new reading materials.

The University of the South Pacific (USP) Centre Library which also employs four staff (1 Librarian, 1 Assistant Librarian, 1 Library Assistant, 1 Attendant) closed for two weeks in late July, when the Centre suspended its operations for fear of criminal harassment. It reopened on the second week of August. The USP Centre Library operates on a budget that is centrally controlled at the USP main campus in Suva, Fiji. The Centre Library only recommends titles, which are purchased by the Main library, catalogued, processed and sent to Honiara with the catalogue cards. Some of its materials are also received through donation. At the time of this report, the library's database records showed a total of 8,628 books and 483 periodical titles.

The National Library of Solomon Islands, which continues under the Ministry of Education and Human Resources development, was severely affected by this tension. In an interview with National Library Assistant Secretary Walter Huberts-Rhein, he said out of a total of twelve staff employed by the ministry, only three have been retained: the Director, one Senior Librarian and one Librarian. The rest were sent home on indefinite unpaid leave pending an improvement in the government's revenue situation. In spite of a collection of 13,000 volumes for the Central Reference and 11,000 for the Solomon Islands Collection, running a telephone reference service at this time is not worth it because telephone lines are barred from ringing out. However, at present, the library opens four hours per day from 8 a.m. to 12 noon, to allow school and University of the South Pacific students to use the reference collection. All other operations are currently suspended. (Walter Huberts-Rhein, 2000).

Many of the library's materials are also received by donation from traditional donors including Ranfurley and others such as the UK-based Book Aid International, which gives an annual grant of donated materials to the country. These materials are distributed by the School Library Service section to primary, secondary and community high schools in Honiara and around the provinces. Some materials are also distributed to the Institute of Public Administration and the medical collection of the National Referral Hospital.

According to interviews with Nelson Manerara (2000), Solomon Islands College of Higher Education (SICHE) Library Director, and Daniel Dadamu (2000), a SICHE librarian, 23 of the SICHE library's 26 member staff were sent home on unpaid leave for 2 1/2 months on June 14, 2000, two days after the armory takeover. Only the three most senior staff remained to man the central library. All the branch libraries were closed. Now that employees have resumed their duties, the college is in the process of reimbursing arrears from the unpaid leave due to legal issues raised in connection to it. But this depends on weekly government grants, which are not coming in as expected. The college therefore is considering further cost-saving measures. The recent suggestion is to let staff apply for unpaid leave on a voluntary basis, with some monetary incentive for each staff applying. However, the staff associations representing the academic and administrative staff have put pressure on the college not to repeat the same mistake because of legal repercussions. More than half of the College library's 30,000-40,000 books and

periodicals are shared with the branch libraries, so the closure of libraries has a negative impact on the country's tertiary education.

The economic situation has affected telecommunications with the outside world as well in that many telephone lines have either been barred from outgoing calls, or disconnected as cost-saving measures. This problem is worsened by the high cost of telecommunications in the country. Although the tension has affected all organizations, the vulnerability of libraries is apparent. They are usually among the first to suffer whenever there is crisis – especially a financial crisis. Although other comparable government offices allowed up to seven or eight people to remain, libraries had only three at the most.

Other organizations such as the High Court, the Attorney General's Office and the Department of Fisheries have library collections, but no human resources to organize them. These library collections need money and expertise to organize and make them accessible, although in the current situation, this is an almost impossible dream.

Once peace is restored, with the present government's priorities being education and health, it will be interesting to see what lies ahead for libraries. According to the Draft Education Plan 1999-2010, there is some hope for library development in the country. The National Library Director, whose title recently changed to Assistant Secretary-Library Services, is on the committee drafting this plan. As described in the *National Library Link* (1999), one of the development objectives of the plan includes a provision of basic education for all to Form 3 by 2010. Improved library services for primary and secondary schools, vocational training centers and provincial/public libraries are among the main focus areas. The plan includes library buildings for those that do not have them yet; supply of curriculum texts and information resources of relevance to support schools and vocational training center curricula; teacher/librarian training and training of current library staff of national and provincial libraries; the expansion of the National Library building; and the upgrading of its facilities. The Draft Educational Plan is still undergoing review during a series of meetings and seminars designed to solicit comments from as many people and groups as possible, before being finalized.

The good news about the tension situation is that at the time of this paper is being written, peace is being restored with life returning to normal. Many of the people evacuated have returned to normal business. All shops and businesses in Honiara have re-opened. However, the big companies that generate major revenue for the nation, including the Solomon Islands Plantation Limited and Gold Ridge Mine, which are on rural Guadalcanal, and Solomon Taiyo, the tuna cannery in the Western Province, are among companies yet to reopen. The revenue situation is currently being reviewed on a monthly basis, and civil servants are advised accordingly as to whether or not to return to work.

Having looked at the state of libraries in the country today, I would like to concentrate on the South Pacific Forum Fisheries Agency (FAA) Library, the main focus of this paper. To fully understand the role of the FFA Library, it is important to know the history and purpose of the agency's establishment.

Evolution of the South Pacific Forum Fisheries Agency (FFA) [2]

In the 1960s and 1970s, at the time when the level of commercial tuna fishing in the central and western Pacific was steadily increasing, far-reaching changes took place in the international law of the sea. Pacific Island countries were quick to appreciate the significance of the proposed changes by the *Third United Nations Law of the Sea Conference*, particularly the introduction of the 200-mile Exclusive Economic Zone (EEZ).

Many Pacific Island countries have tiny land areas with limited capacity for land-based development. However, surrounded by vast tracts of ocean which teem with living marine resources, and possibly expensive non-living resources as well, tbe introduction of EEZs bad profound implications for their economic and social development. Pacific Island countries were keen to gain additional economic returns from the marine resources adjacent to their coastlines and at the same time ensure their wise and proper use. However, they realized that to do this they would have to declare EEZs and initiate measures to manage their newly acquired sources of wealth. They also recognized that their smallness, isolation and lack of information on their fisberies resources would disadvantage them in their dealing with foreign fishing interests, not all of whom supported the objectives of the proposed *Law of the Sea* changes. Thus, banding together to form a unified bloc was their only defense against potential economic exploitation by larger and more powerful nations.

After much debatc about eligibility for membership, tbe South Pacific Forum, recognizing the importance for its members to exercise full sovereign rights over their fishing resources, finally agreed to the establishment of FFA in July1979. This excluded the Distant Water Fishing Nations (DWFN), which had initially wanted a part in the management of the resource.

FFA's sixteen member countries include Australia, Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, New Zealand, Niue, Palau, Papua New Guinea, Solomon Islands, Tonga, Tuvalu, Vanuatu and Western Samoa. The Agency consists of a governing body, the Form Fisheries Committee (FFC) which has representatives from all member governments, and a Secretariat located in Honiara, Solomon Islands. The FFC meets two to three times a year to determine tbe priorities and direct the work programs of the FFA to mobilize the resources needed for its operations.

The FFA's main functions are to provide scientific, commercial and technical information and to advise member countries on issues relating to the living marine resources of the region, particularly the highly migratory species. A large part of its work is negotiation and implementation of related agreements among its members with the DWFNs. All this work is done with much support from aid donors.

Within the FFA Secretariat are the Executive Management consisting of a Director, Deputy Director and Executive Officer; and the following divisions: Economics and Marketing; Monitoring, Control and Surveillance; Legal Services; Information Technology and Communications (ITC); and Corporate Treaty Services. The management team brings together executive and divisional managers and senior professionals in regular meetings, to ensure close

coordination of divisional activities, and to encourage interdisciplinary debate in formulating professional advice to FFA member countries. (*South Pacific FFA Corporate Plan, 1998-2001*).

The Forum Fisheries Agency Library

The FAA Library has a collection of 9,000 books, monographs and reports, 560 serial titles, and a small collection of video tapes, all housed in a building funded by AusAID, the Australian funding agency. The Library is located in an extension of the main FAA headquarters building. The agency's map collection and database is currently maintained by the Maritime Boundaries Delimitation section.

The library operations and staff budget is funded annually by the New Zealand Overseas Development Agency. Since 1996, the Library has been operating within funding which ranges from US$5,000 to US$18,000 for both collection development (books and serials) and general library operations. (*FFA Directors' Annual Reports, 1996-1998*).

In November 1997, the Forum Fisheries Committee (FFC) adopted the *South Pacific Forum Fisheries Corporate Plan* for 1998-2001. One of the Information Technology and Communication Division's primary strategies in this plan is focused on the Library, which is responsible for providing library and archives information exchange services to member countries, and providing support for FFA core business activities. Thus, the Library's objective is to enhance FFA's information management services and public relations so that it efficiently provides for the needs of the sixteen member countries and the professional advisory divisions at the FFA Secretariat.

The FFA's 1998 budget submission for the Library stated:

> Information availability with no or limited exchange is as bad as having no information. The advent of computing technology and telecommunication provides attractive options for member countries and FFA to improve information exchange to unprecedented levels that have never been achieved in earlier years. There are even greater opportunities such as electronic mail, internet and the web which can influence the overall process of fisheries management and sustainable developments.

The submission further elaborated:

> FFA has technical, legal, surveillance and fisheries management expertise that can provide policy and good governance advice to island countries at very low cost compared to many organizations who can offer similar services. In addition, FFA has integrated corporate fisheries databases, documentation, technical reports and information that are not found anywhere else. All these combined make FFA a crucial choice for the storage, cataloguing and dissemination of information vital to the sustainable development and management of the region's rich tuna resources. (*South Pacific Forum Fisheries Agency, 1997.*)

The 1998 budget statement quoted above is an indication of the agency's wealth of information and information handling capability. Hence, the library has a vital role to play in the future of the Solomon Islands.

Staffing and Staff Development

The FFA Library has two established positions, one for a Librarian, which is a local support staff position; and the other for an Information Officer, which is a professional staff position. However, with funding constraints, only the Librarian position is filled. It is hoped that funding can be secured in the near future for the recruitment of an Information Officer.

Being part of the Information Technology Division, the library is expected to play an active role in establishing networking links with official focal points in all FFA member countries, major regional libraries, *Council of Regional Organizations of the Pacific* (CROP)[3] agencies, fisheries organizations, the *Pacific Islands Marine Resource Information Service* (PIMRIS), United Nations agencies operating in the region such as FAO and UNDP, and even publishing organizations such as *Islands Business International*.

With this in mind, the FFA has been very supportive since 1998, providing opportunities for overseas library visits, greatly assisting in meeting the agency's information needs much more effectively and efficiently, and at levels beyond expectations. These included a three-week visit to the University of Hawaii libraries, which established networking links beyond the rims of the sixteen member countries. This visit opened the door to strong library cooperation with the University of Hawaii, and other libraries and organizations affiliated with it. Several other visits to Australia and Fiji had been possible with FFA support during 1998 and 1999. Through these cooperation networks, the library aims to assist FFA Secretariat staff and member countries in a very efficient and cost-effective manner. The Library hopes to access information that will support the agency's core business activities and member countries' decision-making efforts to develop and manage their fisheries resources.

Facilities

Considering the state of libraries in the country, it is clear that the FFA Library is well endowed by Solomon Islands standards, providing a variety of library facilities rarely found in other libraries in the country. The FFA Library's information handling capabilities are enhanced by the availability of two computers with E-mail and Internet access for the two staff positions, and one additional computer with Internet access for library users, all linked to the Local Area Network (LAN). The LAN enables the library to have access to other printers, besides its own laser printer and deskjet color printer. E-mail and the LAN also enable efficient exchange of electronic documents between the library and staff of the agency. The library has, in addition, a scanner, two telephones with ISD lines, and access to FAA's heavy-duty photocopiers and fax machine.

The catalogue record of the collection is maintained in a CDS-ISIS database, which has recently been upgraded to a windows-based program called WINISIS. This transition has improved some, but not all, of the functions the FFA Library desires. Currently, the librarian does all

database searcbes, since an Online Public Access Catalogue (OPAC) is yet to be established. Apart from the WINISIS database, the FFA Library also maintains electronic copies of all FFA reports and indexes to confidential and non-confidential reports on the network.

The FFA Website, currently being updated, also has a space for the FFA Library, which hopes to participate in updating its section and making its database record available on the Web, once the correct software is acquired.

The FFA Library is open for daily from 8 a.m. to 4:30 p.m. for staff. Apart from staff, other regular library users include fisheries staff, representatives of member countries attending workshops and conferences at FFA, school, college and university students, FFA consultants and researchers who can use the library with the consent of the Director. Non-FFA staff have access to tbe library by appointment with the Librarian.

Information Acquisition and Dissemination Services

Information acquisition and dissemination services are being provided through book and serials acquisitions for the library. Divisional heads and other professional staff usually request these materials. When received, they are catalogued, processed and made available for staff to use. Usage statistics are maintained and reported for management information through a twice-yearly library reporting system. In addition, the library rcsponds to inquiries through E-mail, telephone, fax and convcntional corrcspondences. Some requests come through from users of the FFA website. Requested items are either photocopied or printed, if these are from the Internet or from electronic items held by the FFA Library. There are establisbed charges for photocopying and for tbe sale of publications including the FFA reports, the *News Digest* and other books and CDs put out by the FFA. These generally apply to non-FFA staff and members.

FFA provides professional advice and technical services to member countries in support of the sustainable development of living marine resources. To facilitate this, it produces publications whicb are held in the Library and distributed to those requesting. The Library is responsible for providing information and resources to staff and FFA consultants who prepare papers for conferences, meetings, workshops and research. Results of such meetings and research projects are documented and registered as *FFA Reports*. Electronic and hard copies of these reports are submitted to the Library, which ensures their accessibility, preservation and bibliographical control.

One of a number of publications produced by FFA is the *FFA News Digest*. Published on a bi-monthly basis, this publication covers news items or articles on matters of interest to South Pacific fisheries. The target audience are the member governments, but it is distributed to other interested organizations and individuals. News features include mainly management affairs, trade and other related news, news from around the region, and FFA news. A *Calendar of Events* and occasional Internet website reviews are also included. The publication ensures comprehensive coverage of member countries' fisheries news. Due to staffing difficulties, its frequency was reduced to quarterly last year and subsequently suspended early this year. It has been picked up again in September with the assistance of a temporary publishing assistant.

Fisheries Awareness and Awareness of FFA's Role and Activities

The Library is responsible for distributing fisheries awareness materials, e.g., posters, booklets, video tapes and slide kits, and hosting visits from schools and interested individuals and groups. On one occasion, the Library hosted a visit of Anthropology students from the University of New South Wales, Australia.

Other pieces of information are distributed upon request by means of information packages. These are selectively prepared, depending on what the request is for or where it is coming from. For example, packages of fisheries awareness posters, booklets, stickers, magazines, are prepared for schools. *The FFA Corporate Plan, Directors' Annual Reports, MHLC Reports*, among others, are prepared for visitors to the Director's Office or other divisions of the agency. Selections of required *FFA Reports* are prepared for course and workshop participants at FFA.

School, college and university students constantly request to use Library resources and the Internet to do research on fisheries, regional and international organizations, including the CROP agencies. Training on the use of Internet is being provided by the Library. Being the only Library providing this service in the country has greatly increased usage by non-FFA staff.

Establishing and Strengthening Networking Links

One of the Library's major strengths lies in the networking links it has established with professional associations such as the Pacific Islands Association of Libraries and Archives (PIALA); the International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSCLIC); and the CROP agencies (e.g., FORSEC, SOPAC, SPC, USP, SPREP). It has also established networking links with major institutional libraries overseas, including the University of Hawaii and the University of Guam. Through this network of libraries, it is able to obtain resources and information, especially by electronic means, to meet the needs of FFA staff. Most of these links were established through participation in the Pacificlibrary network and other regional listservers.

Future Developments

With support from management and networking links, and easy access to telecommunication such as telephone, E-mail and the Internet, the FFA Library is capable of taking the lead in encouraging library cooperation in the country and region by assisting the more unfortunate libraries. Currently, this is done by allowing other libraries to use the FFA Library's Internet facilities for information required by their clients. This is one factor that has dramatically increased library usage by non-FFA people. Many non-FFA clients are regular users of the National Library, SICHE Library, and USP Centre Library. In return, all these libraries assist FFA with interlibrary loans when needed.

One major development anticipated with a full library staff is participation in the updating of the FFA Library web page in the FFA Website. There is also a desire to investigate other sources of information through the Internet, such as electronic journals to enhance timely dissemination of up-to-date information required by staff in their specialty and other areas. Additionally, there is

a need for the exchange of information by electronic document delivery services such as Ariel. FFA is mostly on the receiving end right now. We hope that with the acquisition of the Ariel software, the Library will be able to reciprocate the help it receives through this service.

Finally, the Library desires to strengthen links with major professional associations such as the International Federation of Library Associations and Institutions (IFLA), the Commonwealth Library Association (COMLA) and other specialized library associations.

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Notes

1. Head of Library Services at the Solomon Islands College of Higher Education until April 2000. Currently managing the privately run Solomon Islands Publications and Information Distribution (SIPID) Centre, Honiara.

2. Information for this section taken from South Pacific Forum Fisheries Agency Corporate Plan 1998-2001 & Forum Fisheries Agency: Ten Years, 1989.

3. Formerly known as SPOCC, CROP stands for Council of Regional Organizations of the Pacific. Its members include the Forum Fisheries Agency, South Pacific Forum Secretariat, Pacific Islands Development Program (PIDP), Secretariat of the Pacific Community (SPC), South Pacific Regional Environment Programme (SPREP), Tourism Council of the South Pacific (TCSP), South Pacific Applied Geoscience Commission (SOPAC) and The University of the South Pacific (USP).

Libraries Lead to a Lifelong Learning

Steve Lin
Library Director
American Samoa Community College Library
Pago Pago, American Samoa

Introduction

It is generally assumed that learning is the most precious and enduring gift that a person can ever receive during a lifetime. Confucius said, "There is still much to learn after one has grown old." Plato later argued that truth comes from goodness, just as light comes from the sun, and that goodness is knowledge. Knowledge, in turn, is acquired through learning. In the process of learning, besides the teachers' instruction in the classroom, students have to access the library for their information needs. In this sense, the librarian selects, acquires and organizes new materials; assists readers in identifying, locating and using the collection; and instructs readers in information-seeking skills for their academic and lifelong learning, as well as for their intellectual and professional growth.

Background of the Study

As an information center to a community-based education, the library is a key access point for the information literacy and lifelong learning. A summary of two symposia on information literacy sponsored by the Commission on Higher Education, Middle States Association of Colleges and Schools, the National Forum on Information Literacy, and the Association of College and Research Libraries noted that there is a need for campus-wide commitment to information literacy as a lifelong learning, and an educational strategy should be planned to improve learning experiences. In addition, the summary presented several approaches that can help establish commitment and then translate it into reality. (*Information Literacy: Lifelong Learning in the Middle States Regions, 1995*). These approaches are as follows:

- demonstrating the importance of information literacy and lifelong leaning;
- ensuring a shared vision and mission among administrators;
- facilitating professional development; and,
- restructuring curriculum that emphasizes information literacy and lifelong learning.

The Role of the Library

The library provides information services to the community and plays a role as an integral part of the community learning environment. In a time of information growth, rapid social change, and technology advancement, the library should shift from collecting resources to developing a community of lifelong learners. In a paper presented to develop the national information literacy standards for student learning, Betty Marcoux (1999) promoted a set of standard to help students become lifelong learners, think critically and ethically, and develop social responsibility. On the other band, public libraries have long been supporting lifelong learning through the acquisition and organization of materials, reference and information services, programming, and outreach. Since most lifelong learners are not library research experts, they need consistent and constructive guidance to make research enjoyable, engaging, enriching, and, even meaningful. Eventually, lifelong learners as library users, should learn to move naturally into task definition, information seeking, and the use of information.

As an Information Center

The library serves as an information center for community lifelong learners. The University of Queensland, Australia has established an appropriate library and information service to support effective learning environment for lifelong learning. Four strategies for the role of the library in active support of teaching and learning at the University of Queensland include

- thoughtful and innovative design, maintenance, and use of effective virtual and physical facilities;
- development of Web-based interactive information skills program; and
- creation of the University of Queensland Cybrary. (Schmidt, 1999).

As a Specialized Library

Since the library supports the lifelong learning is different from the library services to students on campus, so the library collection should reflect the specific information needs of lifelong learners. In 1999, a National Survey of State Directors of Adult Education (Rudd, 1999) found that the most frequently listed barriers to addressing health in programs of adult basic education were as follows: lack of curriculum and resources, students' low listening levels, and low ability to read health materials. One of the library's roles, therefore, is to focus on helping adults improve their reading skills. The open community colleges in Taiwan use the facilities of higb schools, offering courses for lifelong learners such as flower arrangement, calligraphy, sewing, cooking, primary health care, adult literacy, nursing, caring for seniors, creative writing, gardening, folk dancing, folk song singing, plumbing, carpentry and painting. Hence, the high school library collection there must focus on above subjects for the information needs of lifelong learners.

The Role of the Librarian

In the 1998 International Association of Technological University Libraries (IATUL) Conference in Pretoria, South Africa, Robert Newton and others presented a paper about the role of the librarian to support lifelong learning (Newton, 1998). They stated that librarians have an impact on lifelong learning by providing organized interfaces to information resources. This is true, especially in the area of information skills training, where the librarian must contribute actively by developing these resources and ensuring that the lifelong learners are made aware of their critical importance to learning. In order to provide effective service for older learners, Van Fleet (1995) stated that the librarian should have a three-tiered knowledge base: (1) core knowledge of library and information science; (2) knowledge of public library service; and (3) knowledge for specialized library service to older adults.

As an Information Professional

The role for the librarian as an information professional requires that librarians increase their specialized knowledge and use of new technology to provide accurate and updated information service. At Robert Gordon University in Scotland, some World Wide Web-based research and development projects were completed with implications for information professionals. These projects were:

- NetLearn, a project that developed a directory of Web-based materials to support teaching and learning Internet skills;
- REMOTE, a project that developed a directory of Web-based teaching and learning materials on research methods, a library of in-house materials, and an interface allowing incorporation of these materials in higher education programs;
- Information skills, a scheme that developed a Web-based directory to support open or distance learners.

[Editor's note: These resources appear to be no longer available on the WWW.]

As a Teacher

The role for librarian as teacher expects the librarian to be aware of new knowledge and technology that apply to the library information service and document delivery service. In addition, librarians should keep abreast of changes in the philosophy of teaching and learning, particularly, in the environment in which teaching and learning take place. Librarians must function both as an individual teacher and a member of team engaged in information profession service. As a teacher, librarians will demonstrate four characteristics: a knowledge base; technical skills; personal, interpersonal, and team skills; and values and beliefs.

The knowledge base and technical skills provide new mental models for librarians who need to have strong personal, interpersonal, and team skills. Also, librarians are expected to be motivated by deeply-held values and beliefs regarding the development of a shared vision of

developing a love of lifelong learning and the skills to make that possible.

As a Lifelong Learner

In information and higb-tech age, librarians are expected to participate in professional continuing education, workshops, symposiums, training, seminars, or professional conferences. Furthermore, librarians should constantly show interest in the current library and information profession trends and keep an eye on the new development of diversified information products and services.

Conclusions and Recommendations

The library plays an important role in the lifelong learning environment, and lifelong learners rely heavily on the library to provide information service to meet their cultural, informational, educational, and recreational needs. Quality life depends partially on quality libraries. In this sense, lifelong learning programs should focus on strategies and methods for planning and providing educational services to older learners. The approach to planning lifelong learning should be multi disciplinary, stress continuity, underscore inter-relatedness of all segments of the community and emphasize access to information services to learners. Library administrators arc cxpected to seek support from government agencies, private organizations, professional associations, and foundations to maintain an information infrastructure that is available to community lifelong learners, thus preventing a social division between information *have's* and *have-not's.*

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Powerful Searching for Web Resources

Franda F. Liu
Information Resource Specialist
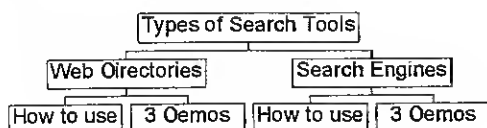*Pacific Resources for Education and Learning*
Honolulu, Hawaii

Although the Internet contains a wealth of web-based educational information, it is often difficult to find high-quality and appropriate resources; even if you find what you think you need, how do you evaluate the reliability of the resources. In this presentation, beginners will learn about various web searching tools and search strategies followed by a checklist of how to evaluate what you get.

Learning Objectives

1. Understanding search tools

2. Building search strategies

3. Evaluating what you get

Understanding Search Tools
How this part is organized

```
              Types of Search Tools
        ┌──────────────┴──────────────┐
   Web Directories              Search Engines
   ┌─────┴─────┐                ┌─────┴─────┐
How to use │ 3 Oemos      How to use │ 3 Oemos
```

Types of Search Tools

- **Web Directories**

  Product of human efforts through
  - selection
  - organization
  - annotation

  Key Issue:
  Quality

- **Search Engines**

  Robots that search through the whole web by matching user-defined search terms in the indexed databases.

  Key Issue:
  Maximum web access

Types of Search Tools
Web Directories
How to Use

● **Browse and click** your way through the
category listings

> Education >>
> Adult & Cont. Ed. >>
> Literacy Programs >>
> Guides

● **Type** in a search term
(these searches are performed only within the
directory listings, not the whole web)

e.g., http://www.yahoo.com

Types of Search Tools:
Web Directories
Demo 1

General Subject Catalogs

· Yahoo! http://www.yahoo.com
· About.com http://www.about.com/
· WWW Virtual Library http://vlib.org/
· LookSmart http://www.looksmart.com/
· Open Directory Project http://dmoz.org/
· Argus Clearinghouse .
  http://www.clearinghouse.net

Types of Search Tools:
Web Directories
Demo 2

Virtual Reference Desks

· Librarians' Index to the Internet
  http://www.lii.org/
· BUBL Link http://bubl.ac.uk/link/
· Infomine http://infomine.ucr.edu/
· Virtual Reference Library
  http://vrl.tpl.toronto.on.ca/

Types of Search Tools:
Web Directories
Demo 3

Quick Fact Finders

● DeskRef http://www.rcls.org/deskref/
● HotSheet http://www.hotsheet.com/
● United States ZIP Code Lookup
  http://www.usps.gov/ncsc/lookups/lookup_c
  tystzip.html
● Telephone Directories on the Web
  http://www.teldir.com/eng/
● Dictionaries on the Web
  http://www.helsinki.fi/~hkantola/dict.html

Types of Search Tools
Search Engines
How to Use

· **Type** in key words or phrases in the
search box

Results are displayed with the "most relevant"
sites on the top of the list.
> Relevancy is rated by:
> · Term location
> · Term frequency
> · Site popularity

Types of Search Tools:
Search Engines
Demo 1

Single Source Search Engines
● **Northern Light**
  http://www.northernlight.com/

● **Go (formerly called Infoseek)**
  http://www.go.com

● **Lycos**
  http://www.lycos.com

Types of Search Tools:
Search Engines
Demo 2

Meta Search Engines
- Dogpile http://www.dogpile.com/
- Profusion
  http://www.profusion.com/
- Savvy Search
  http://savvy.search.com/
- MetaCrawler
  http://www.metacrawler.com/index.html

Types of Search Tools:
Search Engines
Demo 3

Combined Directory & Search Engine
- Google http://www.google.com/
- AltaVista
  http://www.altavista.com/
- Excite http://www.excite.com
- HotBot http://www.hotbot.com
- Ask Jeeves http://askjeeves.com
  or http://www.ask.com

Building Search Strategies
What We Recommend

1. Pick the Right Search Tool
- Use directories instead of search engines for high-quality sites

- Use specialized fact-finders

- Compile your list of favorite web-sites

- Use search engines for distinctively-named organizations and people

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Building Search Strategies
What We Recommend

2. Read the Instructions

- Read search engine instructions

- Re-check regularly for major changes

Building Search Strategies
What We Recommend

3. Keep It Simple Search (KISS)

- Avoid too many terms

- Be specific

- Use unusual search terms

Building Search Strategies
What We Recommend

4. Replicate your search

- Compare results on new and old search engines

- Results and quality vary widely

Building Search Strategies
What We Recommend

5. Keep up with the Changes

- Be alert to new search tools

- Modify your search methods accordingly

Building Search Strategies
What We DO NOT Recommend

- "Simple" keyword search in large databases

- Browse searchable subject directories

- Following links recommended

Building Search Strategies
Other Basic Tips

- Slow connection
- Error message
- Back key
- Bookmark
- Shorten URL
- Duplicate displays
- Change query

- "Find" command
- Word order
- Capitalization
- Use "..."
- "AND" or "+"
- "NOT" or "-"
- No space between

Search Engine Limitations

- Inconsistency

- Non-text formats, e.g., PDF files, flash files, audio-video files

- Dynamic data, URLs with "?"

- Databases

Evaluating What You Get

- Authority
- Accuracy
- Currency

- Coverage
- Objectivity
- Maintenance

Powerful Searching for Web Resources
Summary

- **_SEARCH TOOLS_**
  - Web Directories
  - Search Engines
- **_SEARCH STRATEGIES_**
  - Recommended
  - Not Recommended
  - Other Basic Tips
- **_EVALUATION CHECKLIST_**
  - Credible / Accurate / Current

The Pacific Manuscripts Bureau and Other Preservation Microfilm Projects in the Pacific Islands

Ewan Maidment
Executive Officer, Pacific Manuscripts Bureau
Australian National University Research School of Pacific and Asian Studies
Canberra, Australia

The Pacific Manuscripts Bureau (PNB) makes microfilms of archives, manuscripts and rare printed material relating to the Pacific Islands. Based in the Research School of Pacific and Asian Studies at the Australian National University (ANU) since 1968, the Bureau is a joint copying project, funded and directed by an international consortium currently consisting of eight Pacific research libraries. It is probably the oldest surviving international archives preservation microfilming project in the world. Known affectionately as *Pambu*, the Bureau is small in scale. At the moment it has two rooms, three cameras and three officers (two of them part-time) – a cork in an ocean of Pacific archives.

A Brief History of the Pacific Manuscripts Bureau

As executive officer of the Research Division of the South Pacific Commission in the early 1950, Harry Maude directed a manuscripts preservation project which produced 80 rolls of microfilm of Pacific linguistic, historical and scientific documents. In the 1960s, as a scholar at the ANU, while working with librarians at the University of Hawaii and the Mitchell Library (State Library of New South Wales) in Sydney, Maude developed a proposal for interlibrary cooperation over the copying and distribution of unpublished documents relating to the Pacific islands. An agreement was subsequently reached between the ANU's Research School of Pacific Studies and four of the main Pacific research libraries in the United States, New Zealand and Australia [1] to jointly subsidize the establishment and operation of a clearing house for Pacific archives and manuscripts. The Pacific Manuscripts Bureau began operations in April 1968. It was modeled on the *Australian Joint Copying Project* (AJCP), 1948-1992, which located, listed and microfilmed records in the United Kingdom relating to Australia, New Zealand and the Pacific Islands. As specified in the agreement, the Bureau aims to do the following:

(a) Search for and arrange the microfilming of unpublished and other documentary material on the Pacific Islands of historical, scientific, literary and other scholarly significance on behalf of the sponsoring libraries.

(b) Provide descriptive lists of material microfilmed in an approved form for the libraries' information.

(c) Forward copies of all microfilms obtained to the sponsoring libraries requesting them.

(d) Provide copies of microfilms and descriptive lists to non-member libraries and individuals at prices approved by the members.

(e) Undertake any other duties relating to the general purposes of the Bureau in strengthening archival and library resources in the region that the parties to this agreement shall approve collectively from time to time. These duties include the coordination and dissemination of information on microfilming and documentation projects.

Microfilming in the Pacific

The Bureau is one of several preservation microfilming programs operating in the Pacific. In the 1960s and 1970s, the Central Archives of Fiji microfilmed the *Fiji Times* and key record series of the Cakobau Government and Fiji colonial administration. The Western Pacific Archives, also based in Suva, microfilmed the important inward correspondence series of the Western Pacific High Commission from 1877-1926. It was then closed down and the records shipped out of the Pacific to a Foreign and Commonwealth Office repository in the UK.

When some of the Pacific Islands achieved independence in the 1970s, the Government archives in Fiji, Papua New Guinea, the Solomon Islands and Kiribati were equipped with Recordak 35mm cameras and full microfilm processing facilities. Two of the microfilmers who had been trained in the colonial archives in Suva later became the National Archivists in the Solomon Islands and in Vanuatu. Even though some of the original equipment is in need of attention, microfilming programs are still ongoing in all these Archives except in the Solomon Islands.

The National Archives of New Zealand has microfilmed some records of the colonial administrations of Samoa and the Cook Islands. The National Archives of Australia microfilmed surviving records of the German and Australian colonial administrations of Papua New Guinea (PNG) before repatriating the originals to the National Archives of PNG. After World War II, the United States (US) government microfilmed captured Japanese Foreign Office archives relating to the South Seas. The US government also established microfilming programs, using 16mm equipment, in the US Trust Territories in Micronesia and in American Samoa. The University of Hawaii has a microfilming program mainly focused on Pacific newspapers. The Institute of Technology in Lae, PNG, had a very active program of microfilming PNG newspapers, but it has now lapsed. In Australia, Queensland University Press also microfilmed some PNG newspapers, while the Mitchell Library in Sydney, Australia and the Turnbull Library in Wellington, New Zealand have microfilmed parts of their Pacific

collections. The Mormons, too, have microfilmed extensively in the Pacific Islands from time to time.

Some private organizations also instituted microfilm programs. For example, CSR Limited, one of Australia's largest companies, founded in 1855 for refining sugar, microfilmed its correspondence, including correspondence with its Fiji mills, after abandoning press copy letterbooks in 1948. Some records of the US Commercial Company, which operated in Micronesia and the Western Pacific during and after the Second World War, have also been microfilmed.

Microfilming and Commodification of Archives

These microfilming programs have been for preservation and access purposes. Microfilming was a standard tool for the disposition of colonial archives between former imperial powers and newly independent nations, especially in the British Commonwealth. The Western Pacific High Commission archives is a classic example. Its Secretariat records document the administration of the Gilbert and Ellis Islands Colony, the New Hebrides Condominium, and the British Solomon Islands Protectorate. As the Secretariat record series are indivisible, copies can only be made available to the successor nation states on microfilm.

Reformatting archives produces a commodity which can be traded. Pacific archives, manuscripts and rare printed material are, therefore, a resource in itself. Ownership of master negatives of such documents and rights to distribute the microfilms can be the basis of a lucrative business. However, Pacific microfilming programs have not been profit-making exercises on the scale of the European, North American and Asian programs. Complications with matters such as distribution rights have even damaged Pacific microfilm programs. For example, it appears that the National Archives of Fiji have stopped distributing its microfilms due to a dispute with Bell and Howell over distribution rights.

In the Bureau's case, it has made a small but regular income selling some microfilm titles, with the permission of the original documents' owners/custodians. In recent years, buyers have been a small range of specialist libraries and researchers, like the Barr Smith Library at Adelaide University in Australia; the MacMillan Brown Library at Canterbury University in New Zealand; the Pacific Theological College Library in Suva, Fiji; and the University of the South Pacific Law School in Port Vila, Vanuatu. However, in the last two years, the Bureau has sold complete sets of its back copies of open access microfilm titles to its new members, the University of Auckland Library in New Zealand; and in the United States, to Yale University Library and the University of Chicago Library, which has just placed a large order. These sales have enabled the Bureau, which receives no direct funding from the ANU, to employ an executive officer and two half-time assistants.

There is nothing necessarily public about archives. Access to government records is usually regulated by law. Apart from documentary requirements for legal registration and financial

accountability, the records of all kinds of non-government organizations are private and are made available to the public and researchers at the discretion of their owners. Personal papers are kept and made accessible entirely at the discretion of the creators or their heirs. Certain epistemological boundaries (inhibiting access to *taboo* records, for example) have been re-asserted in post-colonial Oceania. The Bureau has shifted its policies in accordance with these boundaries. Its priorities have changed to reflect the political changes taking place in the islands. The Bureau's microfilming activities increasingly reflect the discourses and voices of Pacific Islanders. All projects are carefully negotiated through appropriate protocols; quite a few recent PMB microfilm titles are under restricted or closed access. Restricting or closing access to microfilms protects them from unauthorized access and asserts the owner's control over them. Similarly, access to 20th Century records of national and multinational businesses operating in the Pacific is now very tightly controlled, and microfilming is usually difficult, if not impossible, especially in the case of mining companies.

One other factor affects the economy of microfilming as far as the PMB is concerned. There is a strong custom of reciprocality in the Pacific Islands. The Bureau's projects are developed and implemented collaboratively with the owners/custodians of the records. Besides supplying copies of the microfilm to the owner/custodians, in many cases, the Bureau arranges and describes the original records, leaving them in an organized state, which not only improves their accessibility but also increases their chance of survival. The work of the Bureau is carried out on a one-to-one level with colleagues (records managers, librarians, archivists, administrators, academics and research officers) both in the islands and on the Pacific rim. The resources available to the Bureau are not extravagant by any means – necessitating close collaboration – which engenders mutual trust. To a fairly high degree, the Bureau's activities are altruistic and recognized as such. The formalism of archives administration guarantees the altruism. The aim is to preserve intact at least some of the documentary discourses produced in the Pacific Islands.

Pacific Manuscript Bureau Microfilming in the Pacific

The Bureau's first executive officer, Robert Langdon, made many trips to the islands seeking out manuscripts and rare printed material. He used a portable Hirakawa 35mm microfilm camera to copy the documents. This type of camera was also being used to copy records in the field in the United Kingdom by the AJCP, and in the Western and Central Pacific by government archivists. The material copied was mainly personal papers, such as diaries and correspondence, linguistic materials and the records of non-government organizations, especially missions. Much of the material the Bureau copied was at risk of loss or destruction because of climatic factors, the lack of adequate repositories and trained staff to care for them.

Langdon's microfilming work was supplemented by special projects, administered by the Bureau, but funded by separate consortiums. In 1970 and 1976, Dr. J. S. Cumpston located and microfilmed many hundreds of Yankee-Pacific whaling logs in North American repositories, making 428 reels of microfilm. In the mid 1970s, Mr. Kevin Green located and microfilmed Papua New Guinea patrol reports and diaries, personal papers, government minutes, reports and

official publications. In the early 1980s, Fr. Theo Koch SM traveled the Western Pacific islands arranging, listing and microfilming the records of the Oceania Marist Province, making 400 reels of microfilm. To date, the Bureau has made about 2,700 rolls of microfilm of Pacific archives, manuscripts and rare printed material, as well as producing associated catalogues and indexes.

Current Pacific Manuscripts Bureau Documentation Strategy

The Bureau is directed by a Management Committee consisting of representatives of each of the member libraries, a representative of the Pacific Regional Branch of the International Council on Archives (PARBICA) and three representatives of the ANU's Research School of Pacific and Asian Studies. The Management Committee usually meets twice a year in Canberra but, over the past four years, it has also been meeting at least once a year in the Pacific Islands, usually in conjunction with a PARBICA or Pacific History Association Conference. These island meetings have enabled all members to be directly involved in the Bureau's decision making. Chaired by Professor Brij Lal since 1993, the Management Committee has widened the Bureau's focus to include more contemporary records: the archives of businesses, trade unions, semi-government bodies and judiciaries; and records documenting the political and social history of the independent Pacific Islands states. The Bureau's searching and filming activities continue to concentrate on the islands, as the island-based records are seen as most at-risk. As such, the Bureau has always considered itself to be a preservation microfilming program, as well as a clearing center for improved documentation of and access to sources.

Under Professor Lal's leadership, the Bureau has had a busy schedule of fieldwork in the Pacific Islands. It has on-going projects in Fiji and Papua New Guinea. Simultaneously, the Bureau has run special projects in Tonga and Kiribati, responding to specific demands and opportunities. More programmatically, it has developed a long term strategic plan, focusing consecutively on French Polynesia, the Solomon Islands and Vanuatu. This year and next (2000/2001) the Bureau will extend its program to Micronesia in accordance with the plan. Throughout this period, the Bureau has been making microfilms of supporting documents in New Zealand and Australia.

Pacific Manuscripts Bureau Fieldwork Examples

An account of the Bureau's recent work on Papua New Guinea (PNG) and Solomon Islands archives will be given to illustrate its operations in more detail. The PMB fieldtrip to PNG and the Solomon Islands, in February-March 1997, was the first in more than 10 years. A number of specific projects in PNG and the Solomons were discussed with the owners and/or custodians of the records, then put to the Bureau's Management Committee for approval, in accordance with the Bureau's usual procedure.

For example, in PNG, research papers of the PNG National Fisheries Authority (NFA) had been surveyed by Dr. Patricia Kailola, a Fisheries Biologist with many years experience in PNG. After recommending that the Bureau microfilm this material, the Bureau Committee accepted

her recommendation, the NFA approved, and the Australian Centre for International Agricultural Research supported the project. Other projects planned for PNG included microfilming papers documenting the very earliest years of the PNG Trade Union Congress, 1968-1982, and a search for the records of the Pangu Pati, a political party in PNG.

The main projects planned for the Solomon Islands were microfilming of post-War Solomons newspapers, Catholic Diocesan archives, papers of Dr. Fox held by the Melanesian Mission and the archives of Levers Pacific Plantations Ltd (LPPL) held in Yandina in the Russell Islands. The Levers archives had been brought to the Bureau's attention by Mr. Pateson Oti, a Solomon Islands scholar who had been visiting the ANU. The project was set up with Russell Islands Plantations Estates, Ltd (RIPEL), Lever's successor in the Solomons. The Managing Director of RIPEL had insisted that the Bureau obtain permission from Unilever to microfilm the records at Yandina. Unilever did grant permission, but on condition that it would retain the right to determine access to the microfilms.

Strong winds and heavy rain from Cyclone Justin hit Port Moresby toward the end of the Bureau's visit in March 1997. The cyclone damaged houses, blocked roads and caused blackouts which interrupted the Bureau's microfilming. The PNG Government's plan to contract Sandline mercenaries in Bougainville was exposed in the local press during this time in Port Moresby. Many people in Port Moresby expressed strong opposition to the deal, but the riots did not begin until after the executive officer had left for Honiara. Politically, Honiara was in a state of high excitement with prospects of peace in Bougainville emerging from the civil unrest in PNG. Although the heavy rain continued in Honiara, the cyclone did not hamper PMB work, except that the ferry to Yandina, the *Yumi Nao,* cancelled its trip.

Nevertheless, the Bureau's executive officer got to Yandina, arranged the Levers archives and began microfilming them. The Bureau's staff have been trained in the techniques of microfilming under the guidance of Mr. Tony Wheeler of W&F Pascoe P/L, the company which processes the microfilms made by the Bureau. During the 1997 trip, 35 rolls of microfilm were exposed and a further 18 rolls were made in PNG and the Solomon Islands in 1998. The Bureau has two portable Hirakawa 35mm microfilm cameras, one with an A2 baseboard which is as old as the Bureau and weighs about 20kg, and a new one with an A3 baseboard which is 5kg heavier. The Hirakawa camera is versatile. All that is needed is a steady table, a darkened room and power. However, the camera will not operate off a portable generator without a regulator; so it has its limitations. Exposures are set using a light meter and a dimmer/voltage meter for controlling the camera's floodlights. When microfilming is conducted within Australia, test shots can be sent directly to the developing company for verification of quality. On field trips however, this quality check cannot usually take place until after returning to Canberra. Whilst every effort is made to provide a high standard of microfilm, limitations in the quality of film in some instances is acknowledged by the Bureau because it is not possible to check the results of test shots on a field trip. Copies of these microfilms are given to the custodian of the original records and to each of the Bureau's participating libraries. Some are also sold to other libraries and researchers. Duplicate negatives of the microfilms are produced and the master negatives are transferred to the National Library of Australia for long term storage

The Bureau's executive officer is a professional archivist with extensive experience in the arrangement and description of personal papers and the archives of non-government organizations. Some record groups in the field are in immaculate order but others need to be arranged, listed and microfilmed, usually at a pretty rapid rate. Sometimes a helper is employed in the field to operate the camera for routine filming while the executive officer prepares the documents for filming and lists them. The PMB microfilm titles are now reel-listed to item level and it is planned to have the reel lists linked to the PMB catalogue on its website in the near future.

Disposition of the original records is always a central concern. Archival caches are often at greatest risk when they are disturbed. Where possible, the Bureau ensures that the original papers are not only ordered but also put in safe custody. However, this is not always possible. The key series of PNG National Fisheries Authority (NFA) research reports were transferred to safe custody in the NFA Library. However, the bulk of original records at the abandoned research station at Kanudi, 10 km outside of Port Moresby, could not be transferred to the National Archives repository or any other secure repository despite intensive lobbying. After 1997, the NFA was incorporated and then privatized; its research functions were all but eliminated, and it had little on-going interest in its archives. The records were locked up on site at Kanudi, but recent reports claim that they have been destroyed by vandals. Only a fraction was microfilmed. The Pangu Pati records have not yet been located. It is said that they currently have a bearing on a property dispute and may eventually be made available to the public.

One of the Solomon Islands projects could not be pursued by the Bureau. The Church of Melanesia decided not to make the papers of Dr. Fox available for microfilming pending the outcome of a review of its archival access policy. However, the Bureau's remaining Solomon Islands projects were all completed by the second visit in 1998, even though the elusive ferry, *Yumi Nao*, decided not to call into Yandina, leaving the executive officer (and camera) to beg a lift in a banana boat through the Russell Islands, across Iron Bottom Sound to Tambea on Guadalcanal, and then on a truck to Honiara. After completion of the microfilming, the Unilever Archivist in London imposed a fifty-year closure (with exceptions) on the microfilms of their Yandina archives, in line with the Company's general policy. Although immediate access to the microfilms is therefore difficult, present civil strife in the Solomons makes it impossible to replicate such a project.

In response to demand, the Bureau has developed a further series of projects in PNG which have required field trips in 1999 and 2000. Meanwhile the Bureau has located and microfilmed another twenty or more record groups relating to PNG and the Solomon Islands in Australia, New Zealand and Fiji. [2] The extent of this work in Melanesia, together with the Bureau's projects elsewhere in the Pacific, shows that even after more than 30 years, *Pambu* is still making a unique contribution to the preservation of the documentary heritage of the Pacific Islands.

Notes

1. They were the Library of the University of Hawaii, the Mitchell Library in Sydney and the National Libraries of New Zealand and Australia. The Library of the University of California, San Diego, the University of Auckland Library and Yale University Library have now also joined the Bureau. They each contribute an annual subscription to meet the running costs of the Bureau which is a non-profit organization.

2. Details of PMB projects are published in the PMB newsletter, *Pambu*, which is available free of charge from the Pacific Manuscripts Bureau, RSPAS, Australian National University, Canberra ACT 0200, Australia. See also the PMB website <http://rspas.anu.edu.au/pambu/>.

Providing Library Services to Support the Curriculum
for the Northern Marianas College
School of Education and College Lab School

Christine B. Matson
Curriculum Resource Center Librarian
Northern Marianas College
Saipan, Commonwealth of the Northern Marianas

How can academic librarians in curriculum resource centers support the curriculum at their institutions? This paper will address that question, using the Curriculum Resource Center (CRC) at Northern Marianas College (NMC) as an example of the ways in which librarians can support the curriculum. Moreover, the same basic principles are applicable to school librarians as well.

The Northern Marianas College is the only institution of higher education in the United States Commonwealth of the Northern Mariana Islands (CNMI). Its main campus is on the island of Saipan, with branch campuses on the islands of Rota and Tinian. The CRC is on the Saipan campus.

The CRC serves as a teacher resource center for the School of Education and school library for the College Lab School (Pre-kindergarten to 6th grade). The CRC collection concentrates on children's literature and teacher activity materials, while the collection in the Olympio T. Borja Memorial Library, the main library at NMC, contains titles that focus on educational philosophy and theory.

The philosophy of the Northern Marianas College School of Education (SOE) supports the integration of themes across the curriculum (Kovalik, 1994; Northern Marianas College, 2001). Other important components of the NMC School of Education philosophy and curriculum, include, but are not limited to, "a commitment to cultural diversity . . . purposeful learning . . . cooperative group learning . . . writing across the curriculum . . . portfolio assessment . . . field experience . . . [and] continuing professional development" (Northern Marianas College, 2001, pp. 9-10). Similarly, the SOE advocates the importance of multiple intelligences (Gardner, 1993). Therefore, "[I]nformation and material in SOE courses is therefore presented and examined from a variety of perspectives to include all types of learners" (Northern Marianas College, 2001, p. 10).

Accordingly, the CRC collection at NMC provides students and faculty access to materials which support the philosophy of the School of Education and illustrate best practices. Additionally, the collection contains materials representative of a broad cross-section of teaching philosophies, in order to provide the appropriate breadth to the collection.

Bibliographic instruction in the CRC also supports the curriculum and philosophy of tbe SOE. For example, the CRC librarian instructs students in how to select materials integrated across the curriculum. The librarian also creates library displays which feature thematic planning resources integrated across the curriculum. Therefore, in consultation with an education instructor, the CRC Librarian might select a theme such as rain forests or dinosaurs and pre-select titles that integrate the theme into language arts, mathematics, science, art, etc. for use in a bibliographic instruction session. Likewise, the CRC Librarian has also demonstrated ways in whicb materials in the CRC can be adapted to a variety of learning styles.

In accord with the philosophy of the School of Education, the Children's Literature Collection and teacher activity materials in the CRC emphasize a multicultural approach. The collection development plan also has the goal of representing the ethnic diversity found in the CNMI as well as providing culturally relevant materials. Collection development presents a challenge due to the scarcity of culturally rclcvant titles in the arcas of childrcn's literature and teacher activity materials.

For this reason, titles that relate to Hawaii or similar environments can be of use, but there are a limited number of thcse titles available as well. To address this challenge, the CRC collection contains resource materials on Micronesia that faculty and students use to create culturally relevant classroom materials. The collection also features themes, sucb as the ocean, bats, islands, coral reefs, etc., which are especially applicable to the CNMI.

The NMC School of Education emphasizes field experience for SOE students. Teacher activity materials, such as thematic units on wide variety of topics, provide education students with the tools to successfully participate in these field experiences (Northern Marianas College, 2001). Moreover, items are selected for inclusion in the collection which encompass a variety of learning modalities. For this reason, the CRC collection includes posters, manipulatives, kits, puzzles, cassette and videotapes, in addition to traditional print resources. The wide range of formats appeal to a number of different learning styles, in accord with the theory of multiple intelligences. Moreover, the CRC offers students a work area with the supplies and equipment necessary to create visual aids, manipulatives and computer presentations for use in education classes and fieldwork.

The CRC, therefore, contains computer work stations, both black and white and color printers, a scanner, a laminating machine, binding machines, digital and video cameras, as well as standard audio-visual equipment. The computer work stations provide Internet and desktop access to select NMC subscription databases.

NMC education courses require the students to build up a portfolio of materials which the students use in practicums and student teaching. The curriculum requires students to create such diverse materials as web pages, posters, manipulatives, puppets, books, classroom displays, in addition to traditional research papers. Therefore, the CRC supports the curriculum by providing access not just to information resources, but also supplies, equipment and a work area.

In order to further support the curriculum, the CRC Librarian consults regularly with SOE Faculty and attends SOE Faculty meetings. Not only do the meetings provide for good communication within the School of Education, but they also create an opportunity for the librarian to keep abreast of changes in the curriculum, in addition to keeping current with the research interests and other concerns of faculty and administrators. This information assists in planning for future collection development. Attendance at the meetings also allows the librarian the occasion to learn about the budget and advocate for present and future needs (Hartzell, 1994, p. 158). The meetings also gives the faculty and administration an opportunity to provide input into hours of operation, relevant policies and to make requests for services that will meet the needs of faculty or students (Hartzell, 1994, p. 159).

In addition to SOE meetings, the CRC Librarian also attended select meetings with the College Lab School teachers and principal. For the 2000/2001 school year, the teachers and administrators at the College Lab School, in collaboration with other faculty in the School of Education, selected the theme of *water* to integrate across the curriculum.

The CRC Librarian and the teachers at the College Lab School collaborated in the selection of titles to support the curriculum for the 2000/2001 school year. In this regard, Farmer (1995, p. 67) stated that "[P]artnership in planning units is a first start in curriculum-related library leadership." Meetings between the College Lab School teachers, principal, and the CRC librarian were an integral part of this collaboration. Meetings in which participants discussed the curriculum, reviewed available resources and identified needed resources helped ensure that sufficient materials on the topic would be available when the academic year began. Since NMC is located a great distance from the United States mainland, early planning is especially critical due to the additional time required for items to arrive in Saipan.

Moreover, in regard to a librarian's active participation in meetings with teachers, Hartzell (1994, p. 158) stated that this "will enhance visibility and familiarity, promote the perception of expertise, allow promotion of your resources, improve communication, increase sensitivity to the needs of others, and invoke reciprocity." These factors serve to strengthen the overall library program.

Additionally, in order to further support the curriculum for the year long theme, the CRC librarian selected supplementary titles across the curriculum, since the goal was to integrate the *water* theme into language arts, mathematics, science, social studies, art, physical education, and so forth. The CRC librarian also identified additional titles already in the collection which supported this theme.

Another specific example of the collaboration between the college lab school and the CRC occurred when the CRC librarian met with a lab school teacher to share CRC resources that described the early migration of people to the Marianas, a component of the *water* theme selected by the lab school teacher.

A second goal of the meeting was to discuss the best way to integrate this aspect of the *water* theme with the acquisition of information literacy skills. The American Association of School Librarians (AASL) set out the nine national standards for the acquisition of information literacy skills in *Information Power: Building Partnerships for Learning* (AASL, 1998, pp. 9-42). The information literacy objectives for the instant lesson were: (1) for students to identify potential sources of information; and, (2) for the students to demonstrate the ability to distinguish fiction books from non-fiction books.

The librarian asked the students, "Where can we find out how people first came to the Mariana Islands?" The students brain-stormed and came up with a number of sources including computers, books, legends, and people with knowledge of the subject, such as the *manamko*, a Chamorro term for elder population. The librarian wrote the student responses on the board to illustrate the wide range of information resources that are available.

Further, the student response of books was further divided into types of books. The librarian pre-selected a variety of books on the topic for the students. The students were then tasked with dividing the pre-selected books into fiction and non-fiction. This lesson served as an initial review of basic information seeking strategies at the beginning of the school year.

E-mail is another means of facilitating good communication between the CRC Librarian and the SOE. Some ways in which E-mail is useful include: information about titles that support faculty research or interest, notices about newly available items, delivery of requested journal articles, solicitation of requests for titles, reminders about the availability of library tours and bibliographic instruction and scheduling class visits.

As discussed above, one key to supporting the curriculum is collaboration with faculty. Likewise, collaboration with the administration is also vital. The administration ultimately provides the financial resources, permitting the CRC to successfully support the curriculum at the School of Education. Collaboration and consultation with other NMC librarians is similarly necessary for the CRC to carry out its mission.

Other important factors in supporting the curriculum include a finely tuned collection development plan and bibliographic instruction. Nonetheless, both of these factors ultimately depend on collaboration between the teaching faculty and the academic librarian.

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The Development of Yap State Archives [1]

Richard Overy
Yap State Archivist
Colonia, Yap
Federated States of Micronesia

Introduction

Although Yap State, in the Federated States of Micronesia, had a relatively brief active involvement with colonial powers, it has a history of many different public administrations. In the space of not much more than 100 years, it was controlled in varying degrees by four big powers. It had at least 12 different administrations up to independence. The last of these was the Trust Territory of the Pacific Islands administration, and it was from this that the archives began. Modest beginnings were concentrated on microfilming. With a gradually increasing awareness amongst a few key people, the idea of developing archives has grown. Yap now has archives legislation, a small archives and an archivist. Needs are many and resources are scarce, but now is the time to consolidate and to start growing. To do this requires resources and facilities, and perhaps critically, an increased awareness and an appreciation of the need for archives.

In the preparation of this paper, it seemed appropriate, though perhaps not essential, to give a brief summary of Yap State's administrative and historical backgrounds. Indeed, for a practicing archivist, it would seem that the use of *historical* records and information is an imperative. From an outline of colonial administrations, the paper moves on to more recent and post-independence administrative periods, the beginnings of Archives in Yap and the establishment of Yap State Archives. It then describes the current situation. Finally, it briefly discusses future plans and possible developments. [2]

Outline of Administrative History [3]

The administrative history of Yap is almost identical to that of most of the rest of Micronesia. [4] The Spanish arrived in what is now the Federated States of Micronesia (FSM) in 1668. Over a long period, very little was accomplished by Spain in Micronesia. It was not until the mid to late 19th Century that Spain began to actively involve itself in administration. Spain retained mainly nominal though sometimes active control until 1899 -- just over 100 years ago.

The Spanish administration was immediately replaced by a German administration, which functioned from 1899 until the outbreak of World War I in 1914.

Next was a Japanese naval administration that operated from 1914 to 1921, with a military government from 1914 to 1918, and then a civil government from 1918 to 1921. This was in turn followed by a Japanese naval administration with a return to a military government from 1921 to 1922. Then from 1922 to 1943, there was a Japanese civil administration which operated as Nan'yô Chô or the South Seas Government. During World War II, a Japanese military government was again installed. It operated from 1943 until the end of the war in 1945.

A United States naval administration began in 1945. This was followed by an interim civil administration in beginning in 1947, followed by a substantive civil administration under the United States Department of the Interior from 1951 to 1986.

From November 1986 to the present, the Federated States of Micronesia (FSM) government has been the national administration. The FSM comprises four separate states: Kosrae, Pohnpei, Chuuk, and Yap. As with the other constituent states, Yap State has its own government and its own fully functioning internal administration, with a number of departments, divisions, offices and agencies, including Archives.

The Beginnings of Archives in Yap

In studying and writing about the origins of archives development in Yap, it would be impossible to overlook the efforts made and work done by the United States Trust Territory of the Pacific Islands administration in eventually ensuring the preservation of at least some of its records.

United States Trust Territory of the Pacific Islands (TTPI) [5]

The long road to independence for the FSM and Yap began in the 1960s. As political awareness increased and developed, so too did the desire of the people to run their own affairs. By the late 1970s, it was becoming apparent that the TTPI would eventually wind down to closure. Many countries around the Pacific region had gained or were about to gain independence from former colonial administrations. Soon it was going to be the turn of what might be termed *American Micronesia.*

In winding down any organization or office, the question of what to do with records arises, sooner or later. TTPI had no official policy on the disposition of records, other than the view of some senior administrators that all records should be destroyed. Fortunately for all of us, among TTPI staff were a few people who had some vision and foresight. They felt that the records must be saved. One can imagine the endless discussions, debates, roundtables and sometimes, even heated arguments. Consideration of the question was apparently accelerated considerably by a

1979 typhoon that hit Saipan, then the headquarters of the TTPI administration. As a result of the typhoon, there was considerable water damage to some of the administration records.

One of the principal proponents arguing for the preservation of the records was Samuel F. McPhetres. With assistance from the University of Hawaii, the groundwork was done over several years and finally, in 1981, a *Trust Territory Archives Program* was authorized with Sam McPhetres as its director.

The principal objective of the program was to preserve the records of the TTPI government. It also aimed to ensure that the new governments in the FSM, Belau, the Northern Mariana Islands and the Marshall Islands were provided with significant archival resources concerning their lands and peoples. Furthermore, it aimed to provide a substantial body of primary source material for scholarly study.

Beginning in 1981, extensive record surveys were carried out. Examination of the records began; identification, data collection and indexing were all undertaken. It had been decided that microfilming offered the best means of preservation for such a vast quantity of records. This mammoth task was finally completed in 1987. And, during the course of filming, a computerized index was created.

Copies of the microfilm were distributed to each of the newly independent countries. The microfilm master set was placed with the University of Hawaii's Hamilton Library. The end result of all this work was 2200 rolls of microfilm. In addition, nearly 20,000 photographs, tapes, slides, movie film and other items were collected and indexed. Yap itself did not get a copy set of the microfilmed records because the FSM set went, as indeed it should have done, to Pohnpei, the seat of the national government. But for researchers and administrators in Yap, the lack of easy access to the TTPI records is somewhat inconvenient and frustrating.

In retrospect, it seems sad and surprising that at no time during the life of the project was there any involvement by or input from professional archivists. But on a more positive note, much of the vast quantity of information in the TTPI records is still available for use.

Many of the original paper records were disposed of by: (a) distributing them to governments involved; (b) destroying them if considered routine; (c) sending them to the Micronesian Area Research Center in Guam if rare or unique; or (d) retaining them. Original paper records were retained by the now slimmed-down, almost anorexic TTPI administration if future litigation was felt to be likely or possible. Yap received a small quantity of land records. In other words, the original paper records are now so dispersed or in many cases lost or destroyed that, in archival terms, a TTPI archives as such no longer exists. But, due to the sustained efforts of Sam McPhetres and his team, we still have much of the information available to us on microfilm.

Yap derived its interest in microfilming at least partly from the work done with the TTPI records. The TTPI program served to make many people become more aware of the need to preserve information. With the completion of the TTPI microfilming program, the question of

disposal of filming equipment arose. It was decided to share out the equipment and in due course each of the new territorial governments received some filming equipment. But not Yap!

The Long March: Yap Archives 1990 - 1999 [6]

In the late 1980s, one of the topics regularly raised at the *Western Pacific Computer Association* (WPCA) meetings concerned ways of dealing with ever-increasing quantities of financial records. WPCA was recommending the use of microfilm as a means of dealing with the problem. Yap State Finance Computer Division, a member of WPCA, sought its help in finding funding for equipment to enable filming of financial records. The United States Department of the Interior provided a grant. Yap State was able to purchase a small amount of equipment. The Yap State government provided additional funding and filming equipment arrived in 1989.

An Office of Microfilm was created with Gabriel Ramoloilug as Acting Manager. An intern manager, Matthew Yamada, was appointed in 1990. He was succeeded in 1991 by Justin Funkugub who died in 1998. Current Assistant Philip Raffilpiy joined the Archives in 1996. [7]

There was little understanding, skill or knowledge, and no training in the use of microfilm. The Office of Microfilm struggled along with only a vague idea of objectives, minimal experience, no real understanding of the records being filmed, almost no financial resources and little or no authority to obtain resources. From an archival point of view, it has been argued that the TTPI did Yap and possibly the rest of Micronesia an unintentional disservice. While microfilm technology is a wonderful thing in its way, and has long proved its value in the world of archives, it is not the only way to deal with original records. But as Gabriel Ramoloilug has pointed out, filming of the TTPI records was seen at the time as the only realistic and manageable way to handle the records.

For Yap at least, it was the microfilming process and the microfilming equipment, as such, which became the focus of operations and whatever meagre resources they could obtain. Original paper records, and their archival arrangement, description and preservation were totally overlooked. The need for evaluating and assessing the importance of records was ignored. The creation and development of finding aids did not happen. Time, effort and scarce resources went into creating microfilm copies of records of low-grade, mostly financial, information. There were no descriptive lists or cross-referenced indexes. The film containers themselves did not have labels. And there was no way of identifying which material had been filmed. Finally, to round off a rather sad tale, almost all of the exposed films came out blank!

In due course, the Office of Microfilm became the Office of Microfilm & Archives. Note the arrangement of the words in the title. But it was accurate enough because microfilm was the thing, and an archive was a sort of late-arriving afterthought.

Partly through his own personal and professional interest, and with his involvement and work with the *Pacific Regional Branch of the International Council on Archives* (PARBICA), John Wright of The Wright Consultants of Honolulu, began to take a much more direct and active

interest in what was happening in Micronesia. He had made a number of visits to Yap since the early 1990s, and spent many hours assisting, guiding and advising on archival development. By the mid-1990s, Gabriel Ramoloilug had again been given responsibility for overseeing archives. This responsibility was additional to his principal role as Finance Computer Systems Manager. Gabriel, with strong support and assistance from John Wright, began to push even harder for archival development and improvement.

Yap State attended its first PARBICA regional meeting in Samoa in 1991 with Matthew Yamada as the representative. Yap was also represented at the PARBICA meetings in Noumea in 1997, with three participants, and Suva in 1999, with two representatives present. An awareness of what a State Archive repository is, and what its objectives are, has gradually increased. Consequently, there has been a very gradual change in emphasis. From the ill-based ideal of simply microfilming everything, Yap has slowly moved to the concept of a developed Archives with an archive repository for the storage and preservation of original records. The State Archives of course can and will include microfilm.

This period of development might accurately enough be described as the embryonic stages and birth. The two most important players have been Gabriel Ramoloilug and John Wright. Gabriel Ramoloilug showed and, indeed, still shows undiminished enthusiasm and drive. He also has that useful asset known as inside knowledge. He knows all the right people. He knows how things happen in various parts of government. And as a relatively resource-rich finance and computer person, he has been able to make some significant gains in the cause of archives.

John Wright not only contributed long-distance advice and commentary, but also direct action through record surveys, disposal action implementations, and various hands-on contributions whenever he has been able to visit. Many of the records transferred and accessioned into · archives are the result of John Wright's efforts. He also played the leading and vital role in promoting the archives to the top decision-makers, Yap State leaders, legislators and senior administrators.

Legislation

A major result of all this effort and activity is the Yap State Archives and Records Management Law, passed by the Yap State Legislature in late 1998. This law, drafted by John Wright with the expert assistance and guidance of Yap State Attorney General Cyprian Manmaw, establishes an Office of Archives and Records Management (OARM). It goes on to provide for a State Archivist to head the Office. The State Archivist is given some powers over the control, management and disposition of records. The State Archivist is authorized to remove any records from any office where it is considered that they are in danger of being lost or destroyed. The destruction of official records without the approval of the State Archivist is prohibited.

The legislation also provides for the establishment of an Archives Advisory Council. The Council has three members, appointed by the State Governor. [8] The Council and the State

Archivist are required to meet at least once annually. In practice, the Council meets four times annually. As well as a role in advising and guiding on the direction of the State Archives, the Council also acts as an advisor to the State government. In addition, it can and does act as an influential lobby group for the support and promotion of archives.

Getting Help

In early 1999, under the auspices of the *Australian Expert Service Overseas Program* (AESOP), Garth Crockford, an Australian archives practitioner worked with Yap State Archives for three months. He devised procedures and forms, prepared a disaster plan, drew up a draft development plan and assisted in the transfer of some records to archival intermediate (temporary) storage. He assisted too in developing some retention and disposal schedules for financial records. This assignment provided some additional drive and momentum.

By mid-1999, it had been decided that efforts would be made to obtain the services of an experienced archivist from overseas to serve as State Archivist. Advice and assistance was sought from John Wright and from Australian professional archivists involved with PARBICA. A candidate was selected, and the newly appointed State Archivist arrived in February 2000.

Where We Are: The Current Situation

Administration

Administratively, OARM and the State Archives are under the Office of Administrative Services (OAS). The State Archivist reports to the Director, OAS, and has authority and responsibility for all archival matters. A small budget is provided by the Legislature and channeled through OAS.

Internally, OARM and the Yap State Archives are, for practical purposes, one and the same. But by having OARM, there is room in the future for expansion to several active units. These units could include the Archives Office and its facilities, a records management unit, an intermediate records store or temporary storage facility for short-term records, and of course the microfilm unit.

Staffing

Staffing consists of the State Archivist, and one partly-trained Assistant.

Accommodation

There are two internally created rooms within the former Supply & Procurement Division warehouse. A solid concrete structure, it was erected about 1950 by the United States Navy as a

naval stores facility. It sometimes feels as though the Spanish Navy might well have built it in 1850.

The two rooms, one directly above the other, provide just over 600 square feet (less than 60 square metres) of space. Dangerously steep wooden steps link the two rooms. These two small rooms have to include storage areas, office space, processing space, microfilming area and archival supplies storage. There is not much room a smell of film chemicals pervades everything.

Another caged area just outside the archives office was created, and it is used for temporary storage of finance records. And there is another row of shelves at the far end of the warehouse containing a large quantity (about 60 linear metres) of yet more financial reports, mainly computer printouts. These records date back to the 1980s and as yet are unlisted.

The archives office and storage area is air-conditioned at times. Being surrounded by thick solid walls of concrete, the archives are reasonably secure. And when the air-conditioning is working, it provides quite a good environment. Access however is another matter. To get to the archives, it is necessary to go along a corridor, through part of the warehouse and around several corners before coming to a door in a rather dark corner, marked in fading red *Archives Microfilm*.

Main Activities

The main activities at present concern records transfers, visits to all government offices and agencies, and provision of advice and practical assistance to staff in those offices. The reasoning behind this is that by visiting and re-visiting the various government offices, the State Archives can raise its profile. It also helps to increase awareness among staff with particular responsibility for record maintenance. Furthermore, because many records are poorly stored and maintained it is felt that they must be *saved* sooner rather than later or too late.

Records staff in government offices are called Records Coordinators. Part of the recent effort has been to guide and assist each of them individually as much as possible in taking responsibility for records, in transferring records and in drafting retention and disposal schedules. A contributing factor to the difficulties in creating schedules is that very often Records Coordinators do not know all their files and there are few, if any, office file indexes to guide them.

Microfilming had fallen into suspension. There has been no organized and planned filming program for several years. But the film equipment is still very good. What the microfilming program has lacked is planning, direction and supervision. All equipment has recently been tested again and it now remains to obtain new film supplies and breathe new life back into the program. But the salvage and rescue operation of records in, and sometimes around, government offices remains top priority at present.

Records management, as a specialized field, does not get anything like enough attention. Obviously, if the problems associated with this lack of proper records management can be rectified, then the records transfer program can be so very much more efficient.

There is no organized conservation program as yet. Insect and rodent pests are a problem.

Computerization

The State Archives did have the use of an old, very slow computer but its life was shortened by fast-moving software changes, and the ever increasing *grunt* required even for ordinary, standard machines. Millennium requirements did not help, and so the PC quietly expired. Incidentally, the *TTPI Microfilm Index*, which had been on the computer system of the Administrative Services Office, was also lost when Yap State Finance Division changed to a new financial management system. That's something else we can blame on the so-called Millennium Bug.

But a new PC finally replaced the old one in July 2000. To go with this new PC, Yap State Archives has purchased records management and archive software called *Trim* developed by Tower Software in Canberra, Australia, and Yap State Archives has the very latest version. For the archive purists, *Trim* has some limitations regarding the intellectual control and administrative context of archival arrangement and description. But it is a good product for what it can do and will adequately meet archival record retrieval requirements. *Trim* provides good control for both current and closed files and file titling. It has features that facilitate the efficient disposition of records and systematic sentencing. In any case, identification and retrieval of records should eventually become very easy. And this is currently perceived by users as one of the more pressing needs. Detailed customization of the product has yet to be completed. The next stage is the collection and formatting of record data for import into the database.

Awareness and Perceptions of Archives

Official perceptions of archives are moderately good among some senior people. Government has shown its commitment to the need to develop an archival facility, principally by providing some funding and accommodation. However, even at official level, consciousness of archives is relatively low. And just as critically, funding is rather minimal.

Reference to official records by government officers is also quite low. The principal users tend to be those such as the Office of the Governor, the Office of the Attorney-General, and the State Court who have already made conscientious and consistent efforts to transfer their closed and inactive records to archives. But generally speaking, a great deal remains to be done in this area. There is a need for a constant round of visits and discussions with senior people. And there is a need to constantly remind staff and reinforce information and guidance given to Records Coordinators.

Public perceptions about archives are almost non-existent. Overall, there is a lack of awareness of the State Archives as a service, as a research facility or as a tool of accountability. As Gabriel Ramoloilug has succinctly pointed out, public accountability as a concept extends only to

satisfying, sometimes only partly, the requirements of outside funding agencies and auditors. The idea of public service accountability to the general populace is very rarely even considered.

As in most of Micronesia, and indeed the Pacific islands generally, oral tradition is still very strong. General knowledge and information, sometimes even official information, is transmitted verbally, if at all. In practice, the creation and use of records for business reasons is more or less accepted. Informational and business needs are only occasionally considered. The notion of records as a source of information and research has yet to take hold.

The modern world demands and expects more accountability. The modern world also demands and expects more and more information, not just about the present but the past too. As with other places, Yap is having to face this reality and come to grips with all the issues involved. Recent public comments and debates in the United States of America and elsewhere on *Compact of Free Association* funding and audits have highlighted some of these issues. In the future, accountability and the provision of information are going to be mandatory. It will no longer be good enough to assume that everything will be just fine.

What Next? Future Needs

Obviously, Yap State Archives is still at an early stage of development. There are so many areas requiring attention and improvement that one hardly knows where to begin.

Probably the most obvious and immediately pressing need is for purpose-built accommodation and facilities. For a number of years, a plan existed for the development of a new complex in Colonia. It was to include archives, a library, and a museum, the Historic Preservation Office, together with some court buildings and a tourist bureau. This was known as the Colonia Center Project and had been in the pipeline since at least 1993. Sadly, and for reasons not yet fully understood, this project was cancelled in August. No replacement or alternative plan has been mentioned.

There is a plan to have one additional staff, an Archives Intern. The intention is that this Intern will be trained on-the-job and may go on to formal study of archives administration and management. In the longer term, it is hoped that the Archives Intern will remove the need for overseas assistance in filling the post of State Archivist. The position has yet to receive approval.

But the outlook is not all gloomy. Returning for a moment to existing accommodation, the warehouse in which the archives exists has recently been vacated by other government staff. Their operations and activities have been scaled down to a small unit. A few months later, a small team of volunteers came in on three successive weekends and tackled the job of disposing of large quantities of rubbish, broken furniture, old and useless office supplies and equipment. Quite a large area is now more or less clear and the Archives is to be permitted to use some of this space.

The former Supply Division office area is currently occupied temporarily by Census and Statistics staff busily processing Census of Population 2000 data. It was planned that they would vacate by September, but they are now expected to leave by about the end of March 2001. When Census staff finally vacate the office, Archives is to be given use of this space. There is enough room for offices, a small reference collection (yet to be developed) and a reading/research area. It will become the *shop-front*. In relative terms this is a real bonus and a huge improvement. With increased storage and processing space and the probable move from what is actually the microfilm operations room into more spacious accommodation, there is reason for increased optimism.

However, the future of the whole building is under question. There are plans to demolish the existing structure sometime in 2001. No alternative accommodation for archives has been offered. The uncertainty over the future of existing facility, and the apparent lack of alternatives makes planning further archives development rather difficult.

Almost no shelving exists at present. This is yet another of the *challenges* facing the State Archives. At present, some of the older finance records are kept on *home-made* ill-suited and ill-fitting shelves. There are some permanent archival records on small metal rack-type shelves that bend under the weight. The remainder of the permanent records are stacked on floors in the current office/microfilm area, and in the small room above; however, at least most are in archives boxes.

There are the usual small remote island problems of obtaining resources, and then sourcing and purchasing archival equipment and supplies. How to overcome this problem is still an unanswered question. Government financial regulations and a rather cumbersome and slow-moving finance system seem only to add to the difficulties.

However, the major objectives ahead may be summarised as concerning financial resources, staffing and training, facilities, equipment (especially shelving), records management (including records transfers), and an education and awareness program throughout Yap State government and beyond. Yap State Archives like many small and still developing archives needs all the help it can get.

Because of scarcity of resources and the comparatively very low priority given to archives and records, the development of Yap State Archives is likely to be very slow. There is a need to consolidate the small gains made and to continue to press for additional resources. There is also a very obvious need to lobby, persuade, enlighten and *educate* legislators and senior administrators, and to show that archives is now a MUST-HAVE and not just a nice idea!

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Notes

1. This entire paper also appeared in *PARBICA Panorama, Newsletter of the Pacific Regional Branch of the International Council on Archives,* issue 2001/1.

2. In preparing this paper, I must acknowledge the assistance of John Wright of the Wright Consultants, Inc. of Honolulu; Gabriel Ramoloilug of the Office of Administrative Services, Yap State; and Cyprian Manmaw, Attorney General for the State of Yap. All three have played

significant roles in bringing the Yap State Archives into being. I also thank Dr. Peter Orlovich for reading through this paper and suggesting some useful changes and amendments. The observations, perceptions and comments are mine.

3. For much of this information, I have relied on the few descriptive histories that are available, and more especially on Micronesian administrative history papers prepared by Dr. Peter Orlovich. In particular see his paper, "A Strategy for the Control of National, State and Territorial Archives in Micronesia," previously referenced.

4. The principal exceptions in Micronesia are Kiribati and Nauru; both are *classified* as Micronesian but have somewhat different, though not dissimilar, administrative histories.

5. Information on the Trust Territory of the Pacific Islands and its work in copying and saving its records is derived principally from two sources; firstly, from personal communications and notes prepared by John C. Wright of The Wright Consultants, Inc. of Honolulu, and secondly, from Dr. Karen Peacock's paper, "Across All Micronesia: Records of the US Trust Territory of the Pacific Islands," previously referenced.

6. Much of the summary information on recent background contained in this paper can be found in Gabriel Ramoloilug's "PARBICA 8 Country Report for Yap State," previously referenced.

7. Information obtained in a personal interview with Gabriel Ramoloilug, September 2000.

8. The Archives Advisory Council was established in 1999 and its members were John Tharngan (Chairman), John Kadannged, and Norman McComb. All three members have had wide-ranging management and administrative experience at senior level. The first informal meeting took place in November 1999 and the first formal meeting was held in March 2000. Sadly, Chairman John Tharngan passed away in September 2000.

Give Your Students a Break!
Spelling, Irregular Word Forms and the Story of English

Clarisa G. Quan
Associate Professor, English
English and Applied Linguistics, College of Arts and Sciences
University of Guam
Mangilao, Guam

At one time or another, our students may ask us why English is such a "mixed-up" language. They wonder why some English words are not spelled the way they are pronounced; why *sitted* or *eated* are wrong; why *lessen* and *lesson* sound the same; or why *great* and *meat* are pronounced differently when their vowels are identical. Grammar books try to make learning easier by simplifying language rules and providing language patterns. For example, rules like "'i' before 'e' except when preceded by 'c' " make it easier to spell words like *receive* and *retrieve* (Watkins & Dillingham, 1986, p. 169). These rules make the mental processes of saving and recalling a lot more efficient.

But nice and neat though these rules may be, irregularities do abound in spelling, pronunciation, present and past tense of verbs and plural forms of nouns. It's not just elementary school children who get confused. Many of us are never quite sure about the spelling of some words. Many of us never print out documents without running them through the word processor's spell check. The *Spelling Bee* contest would not be such a big national event if words were spelled the way they were actually pronounced!

Why is spelling in English more difficult than, let's say, spelling in Spanish, Chamorro or Filipino? Why does English have so many irregular word forms?

This presentation explains some changes that English has gone through for over a thousand years; links phonological and morpho-syntactic changes that have led to fundamental upheavals in the English language; and, ties some linguistic changes to historical events.

Linguists say that languages have 3 major components: a sound system, a vocabulary, and a system of grammar. Sound rules, words and their meanings, word formation rules, sentence formation rules, together with social rules, work together to help speakers form correct and appropriate forms.

But many rules of language are only true synchronically. Four hundred years from now, many of the language rules we follow today may not be applicable anymore. That language change is normal is a fact! Any living language is in a state of change. The only time a language stops changing is when children no longer use it as a mother tongue at home. Classical Latin is an example of a language that has remained unchanged for centuries because it has been used mainly as a ritual language.

Another fact about language is, phonetic writing systems tend to capture and freeze the sounds of a language at a particular point in its evolution. If we look at Chamorro, Palauan or Pohnpeian - languages with fairly new orthographies, we see a nearly exact correspondence between sound and symbol. But this may not be the case let's say, 500 years from now, when the spoken languages will have changed, thus leaving the spelling and some word forms many years behind.

As a language actively used by native and non native speakers for many years, English sounds, vocabulary and grammar continue to change. Some linguistic processes that started a thousand years ago are still ongoing today. Because the written word tends to lag behind the spoken one, there came a time in the history of English when there was no longer a fixed one-to-one correspondence between the actual pronunciation of words and the phonetic-based writing system. Its vocabulary was enriched by many additions from French, Latin and other languages. After William the Conqueror of Normandy conquered England in 1066, many original Germanic words were replaced by French ones. In the last thousand years, English sentences changed from a relatively flexible, highly inflected Subject-Object-Verb arrangement to a more fixed, less inflected Subject-Verb-Object syntax today.

Historical linguists divide the development of English into 3 periods: Old English from around 449 to around 1100 A.D., Middle English which starts after the Norman Conquest of England (1066 to around 1500), and Modern English (1500 to the present). Modern English is sometimes further divided into two sub-periods. Early Modern English starts from the 16th century Renaissance Period until around 1800 and Modern English includes today's English. Historical events and upheavals mark the arbitrary separation between periods.

Four versions of the *Lord's Prayer* below illustrate the fundamental changes that the English language has gone through over time. For most of us, the different versions range from incomprehensible to familiar. Old English is, to most of us, a foreign language; some words look familiar in the Middle English version; and of course, all of us are pretty familiar with the last two. The first three versions from Baugh (1963) show us that the older a language is, the more differences there are between the old and the present forms of the language.

Old English verson (449 A.D. to 1066)

Faeder ure øu øe eart on heofonum, si   øin name
Father our thou that art on   heaven   may be thy   name
          Gehalgod.
          Hallowed.

Tobecume øin rice.   Gewurøe   ðin willa on eorðan swa
May-come thy realm. May-become thy will on earth so
        Swa on heofonum.
        So   on heaven.

Urne gedaeghwamlican hlaf syle us to daeg
Our daily   loaf sell us to day.

And forgyf us urne gyltas, swa swa we forgyfað urum
And forgive us our guilts so so we forgive   our
        Gyltendume.
        Guiltdoers.

And ne gelaed øu us on costnunge, ac alys us of
And not lead thou us on temptation but free us of
        Yfele.
        Evil.
Soøplice.
Soothly.

Middle English version (1100-1500 A.D.)

Fader oure øat art in hevene, I-halwed bee øi name
Father our that art in heaven, hallowed by thy name.

I-cume øi kingreiche, y-worthe øi wylle also is in hevene
Come thy king-realm , become thy will   as is in heaven
        So be on erthe.
        So be on earth.

Oure iche-dayes-bred gif us to-day.
Our each day's bread give us today.

And forgif us oure gultes, also we forgtieth oure gultare
And forgive us our guilts, as we forgive our guiltors.

And ne led ows nowth into fondingge,   auh ales   ows
And not lead us now into temptation,   but deliver us
        Of   harme. So be hit.
        From harm.   So be it.

Early Modern English (1500-1800)

Our father which art in heaven, hallowed be thy name.
Thy kingdom come. Thy will be done in earth, as it is in heaven.
Give us this day our daily bread.
And forgive us our debts [trespasses], as we forgive our debtors [those who trespass against us].
And lead us not into temptation, but deliver us from evil:
For thine is the kingdom, and the power, and the glory for ever. Amen.

20th Century version, heard in countries where English is a *lingua franca*

Our father in heaven, holy be your name
Your kingdom come, your will be done
On earth as it is in heaven.
Give us today our daily bread.
And forgive us our sins
As we forgive those who sin against us.
Do not bring us to the test,
But deliver us from evil. Amen.

The versions *supra* illustrate some of the phonological, morphological, lexical, syntactic and semantic changes that English has gone through. The rest of this presentation will very briefly, simply and superficially summarize some of these linguistic changes and, whenever possible, link them to historical events. Bloomfield & Newmark (1965), Baugh (1963), Pyles & Algeo (1964), Baugh & Cable (1993) and others discuss these linguistic changes in much greater detail.

Old English (449 A.D. – 1066 A.D.)

1. From about 449 A.D., Germanic tribes from continental Europe- Jutes, Angles, Saxons and Frisians - arrived and settled in England in waves and brought the English language to England. The term "Anglo Saxon" and "English" are derived from these tribes. The vocabulary during Old English times was predominantly Germanic.

2. England was Christianized in the 7th century. With this religion came many Latin words.

3. Old English writing was phonetic. Spelling was efficient, with distinct symbols capturing the sounds of English, e.g., *ae*, ø (written as *p*), and ∂ represented [ae] as well as voiceless and voiced *th*, as in *thin* and *then*, respectively.

4. Syntax was flexible and synthetic many parts of speech were inflected for case.

5. Verbs were divided into "strong" and "weak" classes. The strong class had about 300 irregular verbs (Baugh, 1963) which were divided into seven classes. Examples are today's

swim, eat, speak, fall. Weak classes of verbs on the other hand regularly formed the past tense by adding an *-ed* suffix.

6. Nouns and adjectives were inflected for case (nominative, genitive, accusative, dative, instrumental), and gender (masculine, feminine, neuter).

7. There is some evidence of vowel weakening or vowel leveling from 10th century documents. So even then, speakers were starting to pronounce uninflected vowels as *schwas.* I call *schwa* the lazy vowel because the tongue, mouth and teeth don't really do any work to produce the sound.

8. Stress of most words fell on the first syllable. Case inflections were attached as suffixes. Inflections' vowels were therefore not stressed.

9. Consonant doubling between vowels indicated length, which was phonemic, e.g., *willa, mo∂∂e.* An example of a double consonant would be the *t* in *hot taco,* where the *t* is lengthened and emphasized in articulation.

10. Vowel length was phonemic, e.g., *a, ae, e, I, o, u, y* were separate and distinct vowels from *aa/ã/a:, õ/oo/o: , ee/e: ii/I:; uu/u:* etc. The word *sittan* [sittan] meant *sit,* and *riidan* [ri:dan] meant *ride.* Other examples were the words for *food* and *moth* in Old English: *fooda* or *fo:da* was pronounced [fo:da], where the *o* was pronounced like the vowel and glide in *low,* whereas the vowel in *mo∂∂e* was pronounced normally. The only difference between the two vowels was the time it took to say them. Long vowels were held longer. Note the difference between this and today's definition of long and short vowels.
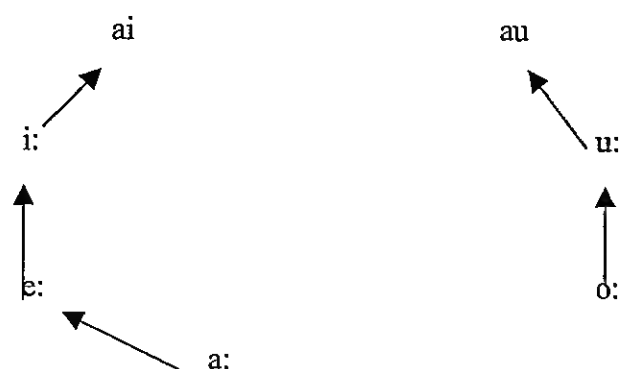
Middle English (1066-1500)

1. In 1066, William, Duke of Normandy (France) invaded and conquered England. This historical event marked the beginning of the Middle English Period.

2. As a result of this invasion, many English nobles and religious leaders were "replaced" by French ones. French then was spoken by the nobility; the masses and the Norman soldiers spoke English. For several centuries, French became the language of the court, the law and the government of England. Farb (1990) gives humorous illustrations of Anglo Saxon and French usage. While the animals were in the muddy farms, owned and tended by Anglo Saxon farmers, they were called by their Anglo Saxon names: *pigs, chickens, sheep* and *cows.* The moment they were ready to be served as meals, their names changed to French *pork, poultry, mutton, veal* and *beef.* Farb also says that an Anglo Saxon maid *spat, bled* and *sweated,* whereas a French lady *expectorated, menstruated* and *perspired.*

3. Many French words were borrowed and integrated into the English language: these are words that pertain to government and the law, the military, cuisine, fashion, the arts,

religion and many other aspects of life. Even the words *government, law, military, cuisine, art* and even *religion* are French borrowings! Baugh and Cable (1993) summarize the very many French words in English. Baugh (1963) claims that English borrowed over 10,000 French words during the Middle English period.

4. The weakening or leveling of unstressed vowels continued. (N.B. This process continues today. For example, only the first vowel in the word *literature* is pronounced distinctly because the primary stress falls on the first vowel. The other(unstressed) vowels in the word tend to be pronounced as *schwas* in spoken language.

5. As a result of vowel leveling, the distinction between many suffixes, where vowels marked and differentiated case and gender in nouns and adjectives, disappeared.

6. This loss of distinction in many suffixes led to the loss of many inflections, and contributed to the change in English syntax from a relatively synthetic or flexible word order, to an analytic or fixed Subject-Verb-Object word order.

7. French influenced English orthography. Unfortunately, the changes were not always for the better. For example, the very efficient Old English symbols *ð/ø/ae* were dropped in favor of the more inefficient *th* and *a*.

8. Most strong irregular verbs and "irregular" nouns disappeared and were replaced by the simpler *-ed* and *-s* endings. Modern English remnants of these irregular nouns are *goose/geese; man/men; child/children*. We also have a number of irregular verbs left, e.g., *take, sit, ride, eat*.

9. Many Germanic words were lost.

Early Modern English (1500-1800)

1. By this period, only about 14 percent of the original Germanic word stock were left in the English language (*q.v.*, Baugh & Cable, 1993).

2. Syntax changed from synthetic to analytic.

3. The Great Vowel Shift caused a fundamental upheaval in the pronunciation of English vowels, leading to great differences in spelling and pronunciation. Baugh (1963, p.288) gives an excellent schema summarizing the Great Vowel shift:

In this diachronic process, long vowels went one step up, and the highest vowels [i:] and [u:] hecame the dipthongs [ai] and [au], respectively. Below are some examples taken from Baugh (1963), Pyles and Algeo (1964):

Old English	Middle English	Modcrn English Pron.	Gloss
Lá:ma	la:m	[leym]	lame
Hla:f	1) : f	[lo:f]	loaf
Mi:ne	mi: :n	[mayn]	mine
Ná: cod	ná:k) d	[neyk)d]	naked
I:/ I:k/I:ch	I:	[ay]	I
Mu:s	mu:s	[mause/maws]	mouse
To:ø/	to: ø	[tu:ø]	tooth
Te:ø/	te: ø	[ti:ø]	teeth

Other words that have undergone the great vowel shift are: *to: , la:dy, fi:ve, hi:de, keep*. In contrast to *five* and *keep*, we say *fifty* and *kept* because the *i* and *e* of the last twowere not long vowels. Therefore, they did not meet the condition for undergoing the Great Vowel Shift.

Even as we speak, English continues to change. It will continue to do so as long as it is the language of the home, of families, communities and nations. As English becomes the international language of the 20-21st centuries, more complexities will arise and enrich its make-up. Spelling, pronunciation, and word forms in English are not always easy tasks for students and adults alike. But teachers who know the "story" of English should he ahle to explain why the language seems so "mixed-up" sometimes.

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Storytelling in the Pacific

Marilyn C. Salas
Dean, College of Education
and
Agnes Rose Indalecio
Assistant Professor, Language and Literarcy
College of Education
University of Guam, Mangilao, Guam

Storytelling, as an instrument of learning, has a long tradition in the Pacific and elsewhere in the world where oral cultures and traditions persist. Oral tradition has always been a rich and powerful teaching source in Pacific lives. Elements of traditional culture have therefore influenced written literature.

Pacific islanders know the vital, powerful role of storytelling in their lives. As an instructional medium, storytelling is a vehicle for transmitting content and concepts. Through their rich oral traditions, Pacific islanders learn and live obedience and responsibilities in cooking, weaving, and fishing. Stories in the form of legends, proverbs, chants, songs and dances are used to keep family bonds strong, to heal and to teach about the environment (Salas, 1997, p. 73). This is further explored by Donald Topping when he writes, "Coming from a world where even preschool children understand the holistic relationships of moons and tides, of seasons and fish, of weather and insects, and so on, to one of piecemeal, segmental, linear reasoning as fostered by alphabetic literacy, the children of the Pacific have become subjected to the conflict of contradictory, cognitive patterns" (Topping, 1992, p. 27).

In a recent study, Indalecio reflected on her attention to Chamorro cultural narratives and states:

> I became interested in the topic of narratives, most especially stories of Guam. I realized that stories, especially those of a specific culture, are very powerful to a child's learning process. I became interested and sensitive to my Chamorro heritage. I wanted to know about my ancestors and the way their actions and ideas affected my lifelong experiences. I continued the search. I interviewed people in the community, exploring their personal insights into the importance and the values narratives play in the areas of education, family, and community. Orchestrating this study has taught me about the history of my native land.

Narratives have always been a part of my life. I enjoy stories of Guam because they teach the morals of love, respect, honor, obedience, courage, authority, and more. In my family, I grew up learning these values and respecting them. As a researcher, I am interested in listening to other people's stories. Telling stories is essentially a meaning-making process. (1999, n.p.)

When people tell stories, they select the details of their experience from their stream of consciousness. Peter Reason stated:

The best stories are those which stir people's minds, hearts, and souls and by so doing give them insights into themselves, their problems, and their human conditions. The challenge is to develop a human science that can more fully serve this aim. The question then is not 'Is story telling science?' but, 'Can science learn to tell good stories?' (1981, p. 50)

When in front of captive audiences, Guam storyteller/entertainer Cira McMillan weaves stories of *Puntan dos Amantes* (Two Lovers Point), *taotaomonas* and personal stories of growing up. Those listening laugh, cry or feel goosebumps as their imaginations take them to dark, dark places or down memory lane.

The College of Education at the University of Guam has taken steps to preserve and enhance the cultures, languages, and literacy of the Pacific community. In 1998, a course entitled *Storytelling in the Pacific* was created for graduate students interested in gathering Pacific stories, researching traditional stories and learning about the use of stories to enhance classroom instruction. Since its inception, the course has maintained a full enrollment of primarily in-service teachers pursuing an Masters in Education degree in Language and Literacy.

In 1999, the College of Education instituted the Pacific Center for Storytelling (PCS) at the Multicultural Education and Resource Center (MERC) to perpetuate the traditional art of storytelling in Micronesia and throughout the Pacific. Its major objectives are: 1) to provide access to the oral literature of Micronesia and the Pacific and access to Pacific storytellers; 2) to provide opportunities to develop and promote the oral storytelling tradition of Micronesia and the Pacific which transmits history, culture, and values; 3) to develop research on the oral storytelling traditions throughout the Pacific and Micronesia; and, 4) to provide a network for international storytelling information. Board members and advisers to the PCS are primarily Pacific Islanders and others who have been influential in the preservation and enhancement of oral traditions.

Rufino Mauricio, a noted Micronesian scholar, wrote, "We [Pacific Islanders] must find ways to sustain the oral nature of our histories, traditions and cultures because they are meaningful, useful, and fundamental to the security of Pacific cultural rights and identity" (Mauricio, 1997, p. 20).

Why are stories fascinating? Indalecio believes that "stories are authentic and capture a person's identity. Stories not only serve an important purpose, but they assist in education. They teach about the past and help people understand cultural elements of societies. They capture the feelings, ideas, and values of people" (1999, n.p.). Donald Topping believes that "along with increased literacy activities in the indigenous languages, the traditional oral histories, mythologies, chants, and poetry must be revitalized by all means possible" (Topping, 1992, p. 30).

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Language Arts, Technology
and the School Library

Diljit Singh
*Associate Professor, Faculty of Computer Science
and Information Technology,
University of Malaya
Kuala Lumpur, Malaysia*

Teachers, working with school librarians and using the new technologies can make signficant gains in teaching language arts. This presentation will cover selected issues in Language Arts, types of technology, uses of technology and the role of the school library.

Current Issues in Lang. Arts

- Debate between phonetics and whole language as approaches to language arts instruction

- *Technology products are available to support either or both approaches*

Current Issues in Lang. Arts

- Measurement of student achievement against various standards – national or local

- *Technology can help the students*

Scope of Language Arts

- Reading
- Writing
- ESL
- Foreign languages
- Journalism and school newspapers
- Speech and debate

Role of Language Arts

- The most familiar and important of all school subjects to learners, whether lifelong or otherwise
- We must learn to read and write, or we cannot fully participate in our culture
- We may forget the knowledge subjects, but we do not forget a language

Current Issues in Lang. Arts

- Technology distribution and usage is uneven → digital divide

- *Technology is a tool for progress, but the education system must make use of the tools*

Current Issues in Lang. Arts

- Internet provides almost unlimited access and opportunities

- *Problems of copyright and plagiarism*

Current Issues in Lang. Arts

- Children have different abilities, talents, needs, learning styles, interests and cultural backgrounds -- Howard Gardner's Framework of Multiple Intelligences

- *Technology can cater for varying needs and styles*

Current Issues in Lang. Arts

- Excessive teacher workload
- Large scale writing assessment
- Insufficient resources to teach writing

- *Technology can help minimise problems*

How Technology can Assist Lang. Arts

- "It is possible that the computer will become an educational friend to all students within the next decade."

  Jay S. Blanchard et al. *Computer Applications in Reading.* International Reading Association, 1987

How Technology can Assist Lang. Arts

- Integrating various technologies with traditional teaching methods and goals has definite advantages

  Inclusion of technological literacy in the English Language Arts Standards developed by the National Council of Teachers of English and the International Reading Association

Types of Technology

- Non-Internet technology
- Internet-based applications

Types of Technology

- Non-Internet technology
  - word processing
  - desktop publishing
  - language software
  - authoring programs
  - language lab systems
  - speech recognition technology

Types of Technology

- Internet-based applications
  - WWW
  - E-mail
  - Newsgroups
  - Chat groups

Types of Technology

- Internet applications
  - Information not in textbook
  - Specialized knowledge
  - Eyewitness accounts
  - Fast-breaking news
  - Collaborative projects
  - Publishing student projects

Types of Technology

- Software for Language Learning
  - LexiROM -- access to dictionaries, encyclopedias, and atlases on a single CD-ROM
  - TriplePlay Plus! -- interactive games and conversations to teach words and basic phrases and use speech recognition technology to record their speech and compare it with a model

Types of Technology

- Software for Language Learning
  - *Nouvelles Dimensions* and *Nuevas Dimensiones* provide visual context and textual reference materials to help the learner master listening comprehension techniques

Types of Technology

Authoring tools

(software programs that assist teachers in creating and managing computer-delivered instructional modules and exercises; useful resource for teachers without programming skills who wish to create custom materials)

+ *Libra, WinCalis, Dasher* -- authoring tools used by language teachers to create a wide variety of multimedia exercises

+ General purpose multimedia programs, e.g. *HyperStudio*

Types of Technology

Authoring tools

+ Guided Reading -- interactive hypermedia technology applied to the teaching of reading

+ General purpose multimedia programs, e.g. *HyperStudio*

Types of Technology

Language Lab Systems

• Expand beyond historical focus on audio

• Take advantage of the new technologies in response to the needs of today's learners

• Capacity to "bookmark" challenging segments of a tape (so students can return to them later)

Types of Technology

Language Lab Systems

• Capacity of response analyzers to automatically generate student test scores following completion of an exercise or test.

• Allow incorporation of multiple media resources such as CD-audio, satellite, and video into the lab

Types of Technology

Networked Multimedia (computer-based alternatives to the traditional means)

• Digitized audio and video

• Smart classrooms – audio, video, visual presenters, and computer-base materials are integrated into regular instruction

Types of Technology

Distance Learning via Satellite

• Using two-way video and audio.

• Instruction delivered live ("real-time") to one or more remote sites

• Video cameras at remote sites allow instructor and participants to see, hear, and interact with each other

Role of Technology

Successful teaching

=

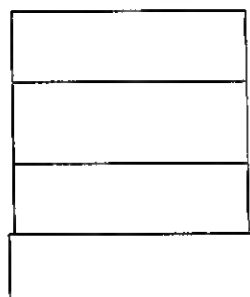smart tools (technology)

+

smart instruction

Uses of Technology

- Testing
- Managing information and instruction
- Drill and practice
- Tutorials
- Dialog activities

Uses of Technology

- Simulations
- Telecommunications
- Information retrieval
- Word processing
- Interactive fiction
- Speech
- Problem solving

Technology in Education

Technology in education is like a four-level building

Technology in Education

- Basement
  + traditional technologies (textbooks, AV materials) and infrastructure (libraries, labs, etc.)
- First floor
  + traditional pedagogies -- direct instruction (lecture hall, textbooks), learning by doing (laboratories, typewriters, libraries), time-delayed exchange (homework)

Technology in Education

- Second floor
  + enhancements to these practices that require students to use instructional technologies
- Third floor
  + large-scale structures supporting new educational concepts, campus-based education and distributed learning

Benefits of Technology

- Commonly cited advantages:
  + ability of technology to provide direct instruction
  + infinite "teacher patience"
  + motivating power of technology to get students excited

Benefits of Technology

- Commonly cited advantages:
  + preparing students to use tools of the future (present?)
  + ability to organize and store student performance and assessment data
  + make information available to students, teachers, parents, and administrators

Benefits of Technology

Basic skills
- Using educational technology for drill and practice of basic skills can be highly effective
- Students usually learn more, and learn more rapidly, in courses that use computer assisted instruction (CAI)

Benefits of Technology

Advanced skills
- explore and represent information dynamically and in many forms
- communicate effectively about complex processes
- became independent learners and self-starters

(Apple Classrooms of Tomorrow)

Benefits of Technology

Advanced skills
- increase in writing skills
- ability to teach others, and
- greater problem solving and critical thinking skills

Buddy Project (Indiana's Fourth Grade, 1990)

Benefits of Technology

Student Attitudes
- feel more successful in school
- are more motivated to learn
- have increased self confidence and self esteem (true across a variety of subject areas)
- especially noteworthy when students are in at-risk groups

Research Findings

- Students' "multiple intelligences" have more opportunities for expression in multimedia and interactive documents

Research Findings

- Students have greater opportunities for process- and project-based learning to engage their reading, writing, speaking, and listening skills, including collaborative projects with other classrooms around the country and the world

Research Findings

- Students can develop skills that will benefit them greatly at later stages in their education and in the working world

Challenge of Technology

- Challenges of keeping pace with new technologies and integrating them into existing institutional structures

- Need for wholistic approach

Challenge of Technology

- Successful integration of technology hinges on the willingness of faculty and students to move beyond the basement and first-floor technologies with which they are most familiar and into the upper levels that incorporate information technology

Challenge of Technology

- Goal is to improve student learning

- How to integrate technology into planning, teaching, management and evaluation routines

Use of Technology

- Samples of technology integration
  + San Diego City Schools
    http://edtech.sandi.net/literacy/3.6/c onnection.html

Role of School Library

"A Nation at Risk" (1983)
- ... the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future

Role of School Library

"A Nation Still At Risk" (1998)
- ... the state of our children's education is still very far from where it ought to be

Role of School Library

"A Nation Still At Risk" (1998)
- Since 1983, over 10 million Americans have reached the 12th grade not even having learned to read at a basic level

Role of School Library

- The school library media program is not only integral to and supportive of the school curriculum, but also provides a mechanism for choice and exploration beyond the prescribed course of study

Role of School Library

- The school library media program provides a wide range of resources and information that satisfy the educational needs and interests of students

Role of School Library

- The school library media center is a place where students may explore more fully classroom subjects that interest them, expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view

Role of School Library

- The school library media center provides a setting where students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world

Role of School Library

- The school library media program serves all of the students of the community--not only the children of the most powerful, the most vocal or even the majority, but all of the students who attend the school

Value of School Library

- School library media specialists are an integral part of the total educational team which prepares students to become responsible citizens in a changing global society

Value of School Library

- In today's information age, an individual's success, even existence, depends largely on the ability to access, evaluate and utilize information.

Value of School Library

- Library media specialists are leaders in carrying out the school's instructional program through their separate but overlapping roles of information specialist, teacher and instructional consultant

Value of School Library

- The ability to locate and use information in solving problems, expanding ideas and becoming informed citizens depends on access to adequate library media facilities, appropriate resources and qualified personnel

What to Expect

What to expect from the school library
- services for both students and teachers focus on the teaching aspect of the media specialist's role
- media specialists are focusing their efforts beyond making books available
- communication through collaboration for bringing about desirable services

Thank you

IMLS: What it Funds and its Relation to the Pacific

Trish Skaptason
Senior Administrative Librarian
Institute of Museum and Library Services
Washington, D.C.

The Institute of Museum and Library Services (IMLS) is a United States federal grantmaking agency dedicated to strengthening museum and library services through the nation and its territories and freely associated states. This presentation discusses the variety of grants available from the IMLS and specifically programs funded in the Pacific.

Trish Skaptason
Librarian

•MLS from the University of Missouri

•Academic Librarian - University of Missouri

•Special Librarian
   U.S. Department of Interior
   American Newspaper Association
   U.S. Environmental Protection Agency

•20 Years with the LSTA/LSCA Program

Trish Skaptason
Gardener and Bug Collector

Congress established IMLS through the Museum and Library Services Act of 1996

An independent grant-making agency, IMLS fosters leadership, innovation & lifetime learning by supporting museums & libraries

IMLS Office of Museum Services

Museum Services Legislation

Priorities:

- Encouraging and assisting museums in their educational role in conjunction with formal and non-formal systems of education for all age groups

- Assisting museums in modernizing their methods and facilities to better conserve our cultural, historic and scientific heritage

- Easing the financial burden borne by museums due to their increasing use by the public

An eligible museum must:

- Exist on a permanent basis for educational or aesthetic purposes
- Care for, and own or use tangible objects
- Have at least 1 professional staff member or FTE
- Be open to the public at least 120 days a year
- Be located in 50 States, District of Columbia or U.S. Territories

Eligible museums range from art and history museums to nature centers and zoological parks

General Operating Support

Up to $112,500

2 year grants

Unrestricted funds for ongoing institutional activities

National recognition for museums that demonstrate the highest professional practices

Museum Assessment Program

Award amount varies, cost sharing required

1 to 2 year grants

Helps museums to assess their strengths and weaknesses and to plan for the future

3 grants are available:
- Institutional Assessment
- Collections Management Assessment
- Public Dimension Assessment

Conservation Project Support

Up to $50,000, cost sharing required

2 year projects

Types of projects supported:
- surveys
- training
- research
- treatment
- environmental improvements

Conservation Assessment Program

Award amount varies

1 year grants

Conservation assessment includes:
- Hiring the consultant(s) to survey the condition of the museum collection
- Helping to determine conservation priorities
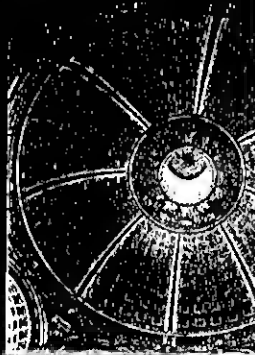- Reviewing existing environmental conditions

National Leadership Grants

Generally, up to 2 year projects

Awards range from $15,000 to $500,000, cost sharing required

3 grant programs:
- NLG for Libraries
- NLG for Museums
- NLG for Library & Museum Collaborations

National Leadership Grants for Museums

Eligibility includes:
- Museums of all types, botanical gardens, historic houses, science/technology centers and museum organizations

3 funding categories:
- Museums On-Line
- Museums in the Community
- Professional Practices

Museums On-Line

Addressing the challenges of digitization of museum collections

Demonstrating the educational impact of connecting museums and their communities through technology

Museums in the Community

Implementing innovative after-school programs with schools and/or other community organizations

Developing long term relationships between museums and community organizations with an emphasis on how the project meets community needs

Professional Practices

Developing, documenting and disseminating model programs of partnership between museum associations and museums

Serving the training needs of small museums

National Award for Museum Service

Honors museums that demonstrate an ongoing institutional commitment to public service with innovative programs that address:
- social
- economic or
- environmental issues

IMLS Office of Library Services

Library Services and Technology Act (LSTA) of 1996

LSTA priorities:
- Consolidating Federal library service programs
- Stimulating excellence and promoting access to learning and information resources in all types of libraries for individuals of all ages

LSTA priorities (continued):
- Promoting library services that provide all users access to information through:
  - state
  - regional
  - national &
  - international electronic networks
- Providing linkages among and between libraries

LSTA priorities (continued):
- Promoting targeted library services to:
  - People of diverse geographic, cultural and socioeconomic backgrounds
  - Individuals with disabilities
  - People with limited functional literacy or information skills
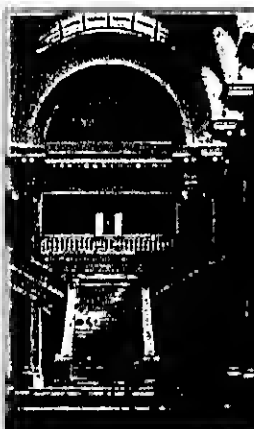
LSTA Grant Programs

- Library Grants to the States
- National Leadership Grants for Libraries
- National Leadership Grants for Library and Museum Collaborations
- Native American Library Services Grants
- Native Hawaiian Library Services Grants
- Library Grants for the Pacific Territories and Freely Associated States

Library Grants to the States

Eligibility: State Library Administrative Agencies in 50 States, D.C., U.S. Territories and Freely Associated States

Award amounts are calculated on a population-based formula, cost sharing required of all but Territories

Awarded annually

State Libraries distribute funds through:
- Statewide services and initiatives and/or
- Subgrant competitions and cooperative agreements

Eligibility
- Public, academic, research, school and special libraries

Library Grants to States

Improve access to information through electronic resource sharing

Expand public access to an increasing wealth of information and services

Support lifelong learning activities

National Leadership Grants for Libraries

Eligibility:
- Libraries, library agencies, consortia, associations, archives and institutions of higher education

3 funding categories:
- Education & Training
- Research & Demonstration
- Preservation or Digitization

Education & Training

Attracting individuals from diverse cultural backgrounds to librarianship & information science

Increasing the availability of librarians with advanced skills and specializations

Training librarians to enhance people's ability to use information effectively

Research & Demonstration

Enhancing library services through technology

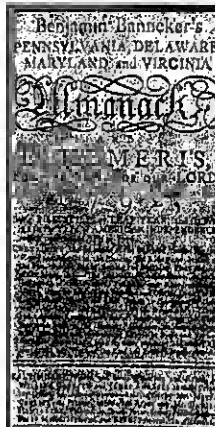Enhancing the ability of library users to make use of information resources

Evaluating library services, including economic implications and contributions to the community

Preservation or Digitization

Addressing the challenges of preserving and archiving digital media

Developing standards, techniques, and models for digitization and digital image management

Preserving and enhancing access to unique library resources

NLG for Library & Museum Collaborations

Demonstrating leadership in the education of lifelong learners with emphasis on how:
- Technology is used
- Education is enhanced
- The community is served

Native American Library Services Grants

Eligibility:
- Recognized by the U.S. Department of Interior

3 funding categories:
- Basic Grants
- Professional Assistance Grants
- Enhancement Grants

Native American Basic Library Services

Non-competitive grants

Awards are distributed in equal amounts

1 year projects

Supports a minimal level of library service

Native American Professional Assistance Grants

Non-competitive grants

Awards are for $2,000

1 year projects

Supports professional assessments for improvement of library services

Native American Enhancement Grants

Up to $150,000, cost sharing required

Up to 2 year projects

Improves existing services or implements new services

Native Hawaiian Library Services Grant

Grant amount varies

1 year projects

Award encourages:
- Establishment of consortia for resource-sharing
- Establishment of electronic linkages among libraries
- Access to electronic networks

Competitive Library Grants for the Pacific Territories and Freely Associated States
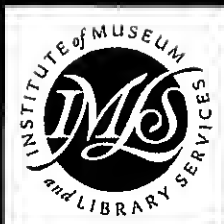
Eligible: Only 6 Entities - American Samoa, Commonwealth of Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands, & Republic of Palau

National Award for Library Service

Honors outstanding libraries that make significant and exceptional contributions to their communities

Selected libraries demonstrate extraordinary and innovative approaches to public service

Museum Office
(202) 606-8539

Library Office
(202) 606-5227

www.imls.gov

lmlsinfo@imls.gov

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Children at computer
"Inquiring Minds" by Kirsten
Baker of Liverpool (NY) Public
Library, ALA & LC

Exhibit Hall, NARA

Melvil Dewey, Columbia U.

Almanack, LC

Girl with grasshopper "Trust"
by David Lee, Smithsonian
Libraries

Joseph Kee & Alexander
Begay of Ganado Navajo
Reservation (AZ) by Ken
Hammond, USDA

Girl with books "Imagination"
by Jannis Joclus of
Sunnyvale (CA) Public
Library, ALA & LC

Senior in library, USDA

Teenagers at computer "Eyes
on the Print" by Tracy Conti
of Coral Reef Senior High
School Library, Miami, ALA &
LC

Hawaii, Microsoft

Natural Learning and Acquisition of Literacy in the Classroom

Catherine Stoicovy
Assistant Professor, Language and Literarcy
College of Education
and
Nancy W. Diaz, Jasmin Advani, Olympia R. Ancheta & Valerie H. Quinata
University of Guam College of Education Students
Mangilao, Guam

Introduction

Are you dissatisfied and/or frustrated with the methods you use to teach literacy? Brian Cambourne's *Natural Learning Model* is an educationally relevant theory of learning that works. To fulfill a graduate course requirement for the University of Guam College of Education class, *Language and Literacy Development* (ED640), four Guam teachers from different grade levels successfully applied Cambourne's model in their classrooms. The teachers found that in applying the model, the depth of learner engagement with literacy demonstrations increased dramatically.

Why do some teachers find it so difficult to teach children how to read and write? Cambourne argues that teachers who are dissatisfied or frustrated with the methods they use to teach literacy are "prisoners of a model of learning" (1988, p. 17), which is based on quite invalid assumptions. This model of learning seriously complicates the process of learning to read. Cambourne summarizes the learning theory as follows:

> Learning is essentially habit formation. Effective learning is the establishment of 'good' or 'desirable' habits and the prevention of and /or elimination of 'bad' or 'undesirable' habits. Habits are formed through association between stimuli and responses. The degree to which something is learned is a function of the strength of the association between stimulus and response. Repetition strengthens the associative bond between stimulus and response. (1988, p.18)

According to Cambourne, it is this invalid theory of learning that underpins the pedagogy of many educators and drives much of what goes on in the name of education (Cambourne, 1995). Despite claims that this view of learning produces literate children, Cambourne received

increased requests for help with these young learners. While parents felt that their children could earn reasonable scores on reading tests, they observed that the children preferred not to read. Likewise, Cambourne found that a number of university students scored high on standardized reading tests. Yet they dislike reading.

Motivated by the need to find an educationally relevant theory of learning, Cambourne has conducted research in naturalistic settings since the early 1970s. Early on in his research, Cambourne recognized that "learning one's native language was probably the most universal exemplar of highly successful complex learning that occurred in the world outside of formal educational institutions" (Cambourne, 1995, p. 184). Furthermore, he claimed that language acquisition might also be contingent on certain conditions. He believed that if such conditions could be identified, they might provide insights into promoting literacy learning in schools. Cambourne was reinforced in his thinking by the important conceptual connections between learning, language learning, and the teaching of reading which Don Holdaway (1970), Frank Smith (1981), and Ken Goodman and his colleagues (Gollasch, 1982) were making.

Conditions for Language and Literacy Learning

During a three-year study of toddlers, Cambourne identified a set of conditions that always seem to be present when language is learned. In 1991, he sought the help of teachers to explore the ramifications of these conditions for literacy learning (Barton, 1992; Cambourne & Turbill, 1991). From their research, they found that literacy learning optimally occurs when similar conditions as were present for children's spoken language development are present for their reading and writing development. The following are brief explanations of these conditions as they relate to language and literacy learning (Cambourne, 1998; 1995):

Immersion When children learn to talk, they are immersed in oral languages as it is demonstrated around them. In much the same way, children who are exposed to print and see it being used in functional ways in their daily lives are encouraged to become literate.

Demonstration This condition refers to the ability to observe (see, hear, witness, experience, feel, study, explore) actions and artifacts (Cambourne, 1995, p. 185). All learning begins with a demonstration of some action or artifact (Smith, 1981). In regard to language acquisition, Cambourne explains it this way: "Father asking at the breakfast table, 'Will you pass the sugar, please?' and the subsequent passing of the sugar is not only a demonstration of what the particular sequence of sound means but also a demonstration of what language can be used for, how it functions, how it can be tied to action, and so on" (Cambourne, 1988, p. 34). The concept of demonstrations can be applied to reading and writing, as well as to all learning. Such demonstrations (a) are always in a context that supports the meanings being transacted; (b) always serve a relevant purpose; (c) are usually wholes of language; and, (d) are rarely, if ever, arranged according to some predetermined sequence (Cambourne, 1995, p. 185).

Engagement Cambourne emphasizes that immersion and demonstration are necessary conditions for learning to occur, but they are not sufficient (Cambourne, 1995, p. 185). Before learning can occur, a process which Smith (1981) labels *engagement* must occur. Smith explains that potential learners must first engage with the demonstrations that immersion provides. Children learn to talk because they engage with the demonstrations of talking and language use that are constantly occurring around them (Cambourne, 1995, p. 185). Similarly, children learn to read and write when they engage with literacy demonstrations in which they are immersed. Cambourne cautions, however, that engagement is unlikely if there is no perceived purpose for learning and if the learner is not prepared to take a risk in active participation.

Expectations The expectations, or messages that significant others communicate to learners, are powerful coerces of behavior (Cambourne, 1995). For example, Cambourne explains that children learning to talk receive clear messages that they are expected to learn to talk, and also that they re quite capable of doing it. Children learning to read and write should also have clear expectations for success. The expectation of failure (if it exists) must be replaced with the expectation to succeed.

Responsibility Cambourne reminds us that when learning to talk, children are permitted to make some decisions about what they'll engage with and what they'll ignore. "No one decides beforehand which particular language conventions children will attend to and subsequently internalize" (Cambourne, 1995, p. 185). So too, must demonstrations of literacy be whole enough to serve a relevant purpose, allowing the learners some decisions about what they will engage with next.

Approximations Children learning to talk are free to approximate what is being demonstrated. The learner believes that he can do it because he feels safe enough to try. So too, when learning to read and write, children must be allowed to "have a go" (Cambourne, 1988, 1995). Those who support the learner's literacy development accept the learner's beginning attempts at reading and writing because they expect that conventional forms will eventually replace these approximations.

Employment Whenever we observe young learner-talkers, we often note that they need both time and opportunity to employ their immature, developing language skills in functional, realistic ways. Young readers and writers must also have opportunities to use and practice their skills in authentic and purposeful literacy engagements. Classroom teachers need to create settings in which "learners experience an urgent need to read and write ... activities that go beyond simply filling in time or practicing a skill" (Cambourne, 1988, p. 74).

Response When learning to talk young children receive feedback or information from significant others that provide a scaffold for further language learning. Cambourne (1995) gives the following example. "When the learner-talker says, as he points to a glass on the table, 'Dat glass,' the response from the parent if it's true (i.e., it is a glass) typically goes something like this: 'Yes, that's a glass'" (p. 186). The parent is supplying the missing bits of the child's approximation by demonstrating the conventional version of what s/he thinks was intended by

the child (Cambourne, 1988; 1995). Children learning how to read and write must also receive feedback or information from significant others who supply the missing bits of the child's approximations, leaving the responsibility for deciding what is relevant in the demonstration to the learner.

Conclusion

In applying Cambourne's model of learning, the teachers found that the depth of learner engagement with literacy demonstrations increased dramatically. They created classrooms where learners were exposed to and engaged in a "multiplicity of relevant and functional" (Cambourne, 1988, p. 47) literacy demonstrations. Intermediate and secondary students read a variety of genres on topics of interest, participated in *Literature Circles* to read and discuss the same novel, engaged in reader response activities (Rosenblatt, 1978), produced oral and written retellings of narrative and expository text, worked on collaborative research projects, conducted oral interviews for history reports and volunteered to read to younger children. Beginning readers and writers engaged in shared reading experiences with enlarged text, dictated stories generated from their language experiences, retold stories, engaged in paired (or partner reading), participated in *pen pal* projects with other classrooms and schools, wrote to one another in buddy journals, and learned strategies for becoming independent readers and writers. Portfolios were used as an alternative form of literacy assessment for all grade levels.

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What Makes our Special Libraries Special?: The Guam Law Library

Margaret Tarnate
Administrative Assistant
Guam Law Library
Hagåtña, Guam

Overview

The Guam Law Library is a non-profit corporation established in 1978 by Guam Public Law (P.L.14-155). The Library started as a small building purchased in 1979. It was located on San Ramon Road near the Superior Court of Guam in Hagåtña. The first addition was built in 1980, then a second building was added in 1988. After the original building was razed in 1991, a new wing was built. Remodeling of the entire facility was completed in January 1993.

Besides the main facility, the Guam Law Library also maintains the Judicial Center Library located on the second floor of the Guam Judicial Center. This facility is used exclusively by the law clerks of the Superior and Supreme Courts. The small collections in the various chamber libraries for each judge and justice are also maintained by the Guam Law Library.

A nine-member Board of Trustees administers the Guam Law Library. Pursuant to Title 7 of the *Guam Code Annotated* § 9203, the Trustees are representatives of a broad cross section of the Guam legal community. Four trustees are appointed by the Judiciary from the Judicial Council, the Superior Court, Supreme Court and District Court of Guam. One trustee is appointed by the Chairman of the Committee on Judiciary of the Guam Legislature; one is appointed by the Governor of Guam; and two trustees are appointed by the President of the Guam Bar Association. The Territorial Librarian for Guam serves as an ex-officio trustee. All the trustees except for the Territorial Librarian must either be members of the Guam Bar, the Judiciary or a Law Clerk for the Guam courts. Some consideration is given to insure that government attorneys from both the Guam Attorney General's Office and United States Attorney's Office are represented on the Board. This serves to broaden the viewpoint and provide additional input regarding library services on local and federal aspects of the law.

Since 1979, five persons have held the position of Territorial Law Librarian/Director. The first two had graduate degrees in librarianship, and the last three had degrees in both librarianship and

law.   Since the last Territorial Law Librarian/Director resigned in December 1997, the position has been vacant.

There have been some problems associated with the turnover of librarians.   There is a need to institutionalize procedures and to provide stabilized policy and guidance for the staff. Some of the procedural manuals are incomplete or out of date.   Several programs have been started, but not completed and there is no automated acquisition, cataloging or circulation system for the collection.

For the year 2000, the proposed budget for the operation of the Library is approximately $442,000.00 and projected revenues are $437,000.00. The library is supported by a $50.00 annual fee from each active member of the Guam Bar Association. A lump sum contribution is sent to the Library after bar dues are collected in January of each year.   Filing fees and certain penal fines collected by the Superior Court of Guam provide major funding sources.

In 1993, a Guam law creating a *Safe Street Fund* [1] cancelled all funding received from the Superior Court of Guam, significantly impacting the Guam Law Library. However, an amendment was later enacted [2] to limit the funds taken from the Guam Law Library and a major financial crisis was averted.   This dramatic impact on our budget came to us by surprise. Apparently, the Law Library Trustees were unaware of the impending legislation until funds were actually withheld.   There is a need to maintain a system to safeguard library funding. One possibility would be to set up a monitoring system or even introduce legislation to require a financial impact study on any proposed bills. The study would include notification requirements to any agency or organization affected by such legislation.

Historical Perspective

Before the creation of the Guam Law Library in 1978, Professor Marian Gallagher from the University of Washington School of Law was invited to Guam. She was asked to prepare a study of the law library resources on Guam and to assist in the passage of the laws establishing the Guam Law Library. At that time, Guam had a population of approximately 100,000 and there were over 100 active attorneys including those in private practice, government service and military service. Today, the island's population has increased to approximately 150,000 and over two hundred seventy-eight are attorneys and active members of the Guam Bar Association.

In 1978, the primary sources of legal materials in publicly funded libraries were found in the Office of the Attorney General's Library and the District Court Library, both located in the Pacific News Building in Hagåtña; and the Superior Court Library.   The Attorney General's Library had the largest collection containing some basic primary authorities and search books not found elsewhere on the island. It also held the *National Reporter System* with its corresponding *Shepard's Citations*, and the *American Digest System.*

The 1979 *Gallagher Report* (1979) surveyed the holdings of these three libraries and compared them with the *California County Law Library Basic List* (California State Library, 1976). The California County Law Library is another publicly funded law library. The results of this survey helped to set up the Guam Law Library. Today, the collection has grown to be the largest on the island. It is a central source for Guam materials and other legal materials for the communities here and in the western Pacific.

In 1995, the Board of Trustees decided to engage another Library Consultant to review all aspects of the Guam Law Library (Dear, 1995). Areas such as personnel, budget and collection development, including modernization of the library using new computer technologies, were considered. Other areas that were looked at were the library facilities and operating procedures. This review resulted in the hiring of a new Director.

Components of the Guam Law Library

The Collection

The core collection was acquired in 1980 when the Library purchased the holdings of a defunct law school in California. That collection, comprising the bulk of the *National Reporter System*, now forms the core of the case law portion of the Library's holdings. After it was established, the Attorney General's Office transferred many of its volumes to the Guam Law Library.

At present, the Guam Law Library has over 40,000 volumes with over 4,900 titles. The Judicial Center Library and Chamber Libraries have over 9,700 volumes. The Main collection includes subscriptions to major treatises, legal encyclopedias, federal and a few state statutory materials, legal periodicals, and resources on CD-ROM and microfiche.

The Guam Law Library does not have a card catalog system. This project was apparently started by the previous law librarian, but not completed. Although this is an important project, the matter of bringing the collection up to date and completing the inventory should be given higher priority. The Guam Public Library is in the process of preparing an on-line catalog. We have discussed the possibility of joining with the Guam Public Library in a combined on-line catalog system.

Facilities

Since 1979, the Library has been located in its present facility. In the past, there have been ongoing flooding problems in this area because of a poor drainage system and other factors. For example, the rear portion of the library was flooded during Typhoon Paka in 1997. This created severe damage to a significant portion of the collection. Claims were made with the United States Federal Emergency Management Agency (FEME) to recover loss. At this time, installation of new drainage system is needed to correct the problem.

Services

Our services include a search and copy request service for copies of specific legal materials. The service is provided at $2.00 per item searched and $2.00 per item copied plus 15 cents per page. Two self-service copiers and four computers are available for patrons. The library also provides unlimited on-line access to legal research on *Lexis*[3] and *Keycite*™ [4] at no charge. Patrons are billed for usage on *Westlaw*,[5] an on-line legal research service based in St. Paul, Minnesota. Computers can also be rented for use with non-legal software programs at $2.00 per 15 minutes.

A user survey is taken daily and compiled and reported each month to the Guam Law Library Board of Trustees. The survey records day and hour of patron usage. Annual summaries of these are useful tools in making adjustments to the hours of operation.

Patrons have expressed a need to have an official *Guam Digest* as a tool to locate case law by topic. Guam courts are in the process of having court decisions available on-line on a searchable database.

Conclusion

The library is well maintained with current subscriptions, but the need for professional oversight is required to keep up with on-going changes. A suggestion is that in lieu of having a full-time professional librarian, management could be handled by an off-site consultant with possibly three or four visits to Guam a year. The cost of transportation, temporary housing and consultant fees may be less than employing a full-time professional law librarian. With a professional librarian, decisions regarding collection development and an automated on-line catalog system could be implemented. A librarian with strong management and library skills would keep up with the rapid changes in the new information age and apply them to the library.
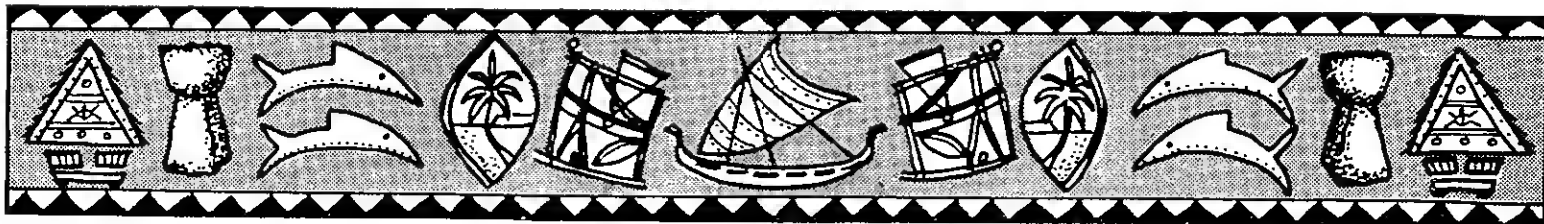
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California State Library. (1976). *California County Law Library Basic List* , 1976 edition (Sacramento: California State Library).

Dear, Alan E. (1995). Consultant's Report to the Board of Trustees Guam Territorial Law Library. Unpublished report available at the Guam Law Library.

Gallagher, Marian G. (1979). Consultant's Report to the Guam Bar Association Library Committee, March, 1979. Unpublished report available at the Guam Law Library.

Notes

1. Public Law 22-41 Section 52: *Creating the Safe Street Fund within the funds of the Superior Court of Guam,* enacted September 29, 1993.

2. Public Law 22-140 Section 7: *Repeal and Reenactment of portions of Safe Streets Act to provide for fines collected pursuant to Safe Streets Act to be used for Department of Corrections expenses in incarcerating those convicted under the Safe Streets Act,* enacted September 29, 1994.

3. *Lexis* is a legal research service available from *LexisNexis*™. More information is available at <http://www.lexis.com>

4. *Keycite*™ is a citation research service from West Group, covering all case law on *Westlaw.*

5. *Westlaw* is available from West Group. More information is available at <http://www.westlaw.com>.

The Florence Nalezny Warpeha PIALA 2000 Book Award

Most of the books included in this year's award were recommended to me by Kim Lafferty, another librarian who had worked in Micronesia. Kim is on the Committee of the American Library Association that reviews and selects the best American books published each year for the "Quick Picks for Reluctant Young Adult Readers" list. These books are selected by ALA for their "high interest" but simple vocabulary to motivate preteens and teens to easily read and enjoy them.

Another aspect of putting together this year's list has been in response to the plea of several Micronesian teachers and friends for books that will interest pre-teen/teenaged boys. From the brief annotation describing each book, you will note that a number of the titles have a male main character. For additional bibliographies of books that are likely to motivate boys to read, I am attaching a short list of sources at the end. Kim also suggested Books on Tape, and the series of classics in comic book format as two more ways to encourage reluctant readers. If you have trouble locating the articles at the end or need more information, please contact me through Arlene Cohen, PIALA.

Fiction Selected for Micronesian Youth

Among the Hidden, by Margaret Peterson Haddix. New York, Alladin Paperbacks, c1998. $4.99 (In a future where the Population Police enforce the law limiting a family to two children, Luke has lived all his twelve years in isolation and fear on his family's farm, until another "third" convinces him that the government is wrong.) ISBN 0-689-82475-0

Bud, Not Buddy, by Christopher Paul Curtis. New York, Delacorte Press, 1999. $15.95 (Ten-year-old Bud, a motherless boy living in Flint, Michigan, during the Great Depression, escapes a bad foster home and sets out in search of the man he believes to be his father--the renowned bandleader, H.E. Calloway of Grand Rapids.) ISBN 0-385-32306-9

Close to a Killer, by Marsha Qualey. New York, Delacorte Press, 1999. $15.95 (Seventeen-year-old Barrie finds herself involved in a string of murders that are somehow connected to her mother's hair salon.) ISBN 0-385-32597-5

Downsiders, by Neal Shusterman. New York, Simon & Schuster Books for Young Readers, 1999. $16.95 (When fourteen-year-old Lindsay meets Talon and discovers the Downsiders world which had evolved from the subway built in New York in 1867 by Alfred Ely Beach, she and her new friend experience the clash of their two cultures.) ISBN 0-687-80375-3

The Exchange Student, by Kate Gilmore. Boston, Houghton Mifflin, 1999. $15.00 (When her mother arranges to host one of the young people coming to Earth from Chela, Daria is both pleased and intrigued by the keen interest shown by the Chelan in her work breeding endangered species.) ISBN 0-395-57511-7

Holes, by Louis Sachar. New York, Farrar, Straus and Giroux, 1998. $16.00 (As further evidence of his family's bad fortune which they attribute to a curse on a distant relative, Stanley Yelnats is sent to a hellish correctional camp in the Texas desert where he finds his first real friend, a treasure, and a new sense of himself.) ISBN 0-374-33265-7

In the Forests of the Night, by Amelia Atwater-Rhodes. New York, Delacorte Press, 1999. $8.95 (Risika, a teenage vampire, wanders back in time to the year 1684 when, as a human, she died and was transformed against her will.) 0-385-32674-2

Jason's Gold, by Will Hobbs. New York, Morrow Junior Books, 1999. $15.95 (When news of the discovery of gold in Canada's Yukon in 1897 reaches fifteen-year-old Jason, he embarks on a 5,000-mile journey to strike it rich.) ISBN 0-688-15093-4

Just Ella, by Margaret Peterson Haddix. New York, Simon & Schuster Books for Young Readers. $17.00 (In this continuation of the Cinderella story, fifteen-year-old Ella finds that accepting Prince Charming's proposal ensnares her in a suffocating tangle of palace rules and royal etiquette, so she plots to escape.) ISBN 0-689-82186-7

Midnight Magic, by Avi. New York, Scholastic Press, 1999. $15.95 (In Italy in 1491, Magnus the Magician and his apprentice are summoned to the castle of King Claudio to determine if his daughter is indeed being haunted by a ghost.) ISBN 0-590-36035-3

Miracle's Boys, by Jacqueline Woodson. New York, G.P. Putnam, 2000. $15.99 (Twelve-year-old Lafayette's close relationship with his older brother Charlie changes after Charlie is released from a detention home and blames Lafayette for the death of their mother.) ISBN 0-399-23113-7

Monster, by Walter Dean Myers. New York, HarperCollins Children's Books, 1999. $15.95 (While on trial as an accomplice to a murder, sixteen-year-old Steve Harmon records his experiences in prison and in the courtroom in the form of a film script as he tries to come to terms with the course his life has taken.) ISBN 0-06-028077-8

Never Trust a Dead Man, by Vivian Van de Velde. San Diego, CA, Harcourt Brace, 1999. $17.00 (Wrongly convicted of murder and punished by being sealed in the tomb with the dead man, seventeen-year-old Selwyn enlists the help of a witch and the resurrected victim to find the true killer.) ISBN 0-15-201899-9

Night Hoops, by Carl Deuker. Boston, Houghton Mifflin, 2000. $15.00 (While trying to prove that he is good enough to play on his high school's varsity basketball team, Nick must also deal with his parents' divorce and the erratic behavior of a troubled classmate who lives across the street.) ISBN 0-395-97936-6

Rats, by Paul Zindel. New York, Hyperion Paperbacks, 1999. $4.99 (When mutant rats threaten to take over Staten Island, which has become a huge landfill, fourteen-year-old Sarah and her younger brother Mike try to figure out how to stop them.) ISBN 0-7868-1225-7

Reef of Death, by Paul Zindel. New York, HarperCollins Children's Books, 1998. $15.89 (While helping an Aboriginal girl search for her people's missing treasure near the Great Barrier Reef, seventeen-year-old PC finds himself fighting an evil scientist and a deadly underwater monster.) ISBN 0-06-024733-9

Riding the Waves, by Theresa Tomlinson. New York, Macmillan Publishing Company, 1993, c1990. Out of print (In an English seaside town, Matt befriends an elderly woman who helps him fulfill his dream of surfing and learn to accept his having been adopted.) ISBN 0-02-789207-7

Scorpions, by Walter Dean Myers. New York, HarperCollins Children's Books, 1990, c1988. $4.50 (After reluctantly taking on the leadership of the Harlem gang, the Scorpions, Jamal finds that his enemies treat him with respect when he acquires a gun until a tragedy occurs.) ISBN 0-06-440623-7

Sword of the Samurai; Adventure Stories from Japan, by Eric A. Kimmel. New York, Harcourt, 1999. $15.00 (Eleven short stories about samurai warriors, their way of life, courage, wit and foolishness.) ISBN 0-15-201985-5

The Smugglers, by Iain Lawrence. New York, Delacorte Press, 1999. $15.95 (In eighteenth-century England, after his father buys a schooner called the Dragon, sixteen-year-old John sets out to sail it from Kent to London and becomes involved in a dangerous smuggling scheme.) ISBN 0-385-32663-7

The Wreckers, by Iain Lawrence. New York, Delacorte Press, 1998. $15.95 (Shipwrecked after a vicious storm, fourteen-year-old John Spencer attempts to save his father and himself while dealing with an evil secret about the English coastal town where they are stranded.) ISBN 0-385-32535-5

I'm Not Who You Think I Am, by Peg Kehret. New York, Dutton Children's Books, 1999. $15.99 (Thirteen-year-old Ginger becomes the target of a disturbed woman who believes that Ginger is her dead daughter.) ISBN 0-525-46153-1

Publishers

Alladin Paperbacks
See Simon & Schuster

Bantam Doubleday Dell Books for Young Readers
2451 S. Wolf Road
Des Plaines, IL 60018
fax: 212-492-8941, or 782-9134
email: webmaster@bdd.com
www.bdd.com

Delacorte Press
See Bantam Doubleday Dell

Farrar Strauss & Giroux
19 Unon Square West
New York, NY 10003
888-330-8477
www.johnmcphee.com/aboutfsg..htm

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800-543-1918
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www.hmco.com/trade

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www.hyperionteens.com

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email: online@penguinputnam.com
www.penguinputnam.com

G.P. Putnam's Sons
See Penguin Putnam

Scholastic Press
555 Broadway
New York, NY 10012 - 3999
800-325-6149, or 212-343-6802
www.scholastic.com

Dutton Children's Books
See Penguin Putnam

Simon and Schuster Children's Publishing Division
200 Old Tappan Road
Old Tappan, NJ 07675
800-223-2336, or 800-223-2348
fax: 800-943-9831
email: ssonline_feedback@simonsays.com
www.SimonSaysKids.com

William Morrow
P.O. Box 1219
39 Plymouth Street
Fairfield, NJ 07007
800-237-0657, or 973-227-7200
fax: 570-941-1599
email: idavis@hearst.com
www.williammorrow.com

Additional Bibliographies of Books to Motivate Boys to Read

"Helping Reluctant Readers Discover Books, by Laura Robb, *Book Links*, March 1988, pp. 51-53.

"What's a Good Scare? Good Scary Stories for Kids of All Ages," by Marilyn Stasio, *Parade Magazine*, July 26, 1998, pp.4-5.

"Gross Books," by Kelly Milner Halls. *Book Links*, July 2000, pp. 50-52.

"Coping with Violence," *Book Links*, September 1999, pp. 17-20.

Kim Lafferty began the Joeten-Kiyu Public Library on Saipan, 1990-91, and has been active in the Young Adult Library Services (YALSA) Division of the American Library Association. Rita Warpeha worked at the Pohnpei Public Library, and consulted at several other libraries on Pohnpei from 1990-92.

Contributors

Jasmin Advani
Graduate Student
College of Education
University of Guam
UOG Station
Mangilao, Guam 96923

Ms. Norma Y. Amenu-Kpodo,
Executive Secretary
Commonwealth Library Association
P.O. Box 144 Mona
Kingston 7, Jamaica
West Indies

Olympia Ancheta
Graduate Student
College of Education
University of Guam
UOG Station
Mangilao, Guam 96923

Arlene Cohen, Associate Professor
Circulation and Outreach Services
  Librarian
RFK Memorial Library
University of Guam
UOG Station
Mangilao, Guam 96923

Nancy Diaz
Graduate Student
College of Education
University of Guam
UOG Station
Mangilao, Guam 96923

Felina D. Ferro, Ed.D.
Senior Science Research Specialist
Department of Science and Technology
Regional Office No. V
Regional Center Site, Rawis
Legaspi City 4500
Philippines

Judy Flores
P.O. Box 2329
Hagåtña, Guam 96932

Roger Goodwill
Biology Dept.
Brigham Young University-Hawaii Campus
Box 1746
Laie, Hawaii 97662

Claire Hamasu
Health Information Services Coordinator
Pacific Southwest Regional Medical
  Library
Louise M. Darling Biomedical Library
University of California at Los Angeles
12-077 CHS Box 951798
Los Angeles, California 90095-1798

Dr. Agnes Rose Indalecio
Assistant Professor, Language and Literacy
College of Education
University of Guam
UOG Station
Mangilao, Guam 96923

Dr. Yukiko Inoue
Assistant Professor, Foundations
College of Education
University of Guam
UOG Station
Mangilao, Guam 96923

Dr. George Kallingal
Professor, Foundations
College of Education
University of Guam
UOG Station
Mangilao, Guam 96923

Dr. Poong-Ja Toyoko Kang
Associate Professor, Japanese
College of Arts and Sciences
University of Guam
UOG Station
Mangilao, Guam 96923

The Honorable Larry Kasperbauer
Chairman, Committee on Education
25th Guam Legislature
215-A Chalan Santo Papa, Suite 106-F
Ada's Professional & Commercial Center
Hagåtña, Guam 96910

Dr. Lawrence Kodiyanplakkal
Assistant Professor, Secondary Education
College of Education
University of Guam
UOG Station
Mangilao, Guam 96923

Nancy D. Kwalea, Librarian
Forum Fisheries Agency Library
P.O. Box 629
Solomon Islands

Dr. Steve Lin, Library Director
American Samoa Community College
P.O. Box 2609
Pago Pago, American Samoa 96799

Franda F. Liu
Information Resource Specialist
Pacific Resources for Education and
  Learning
Ali'i Place, 25th Floor
1099 Alakea Street
Honolulu, Hawaii 96813

Ewan Maidment
PMB Executive Officer
Pacific Manuscripts Bureau
Research School of Pacific and Asian
  Studies
Australian National University
Canberra ACT 0200
Australia

Christine B. Matson, Librarian
Curriculum Resource Center
Northern Marianas College
P.O. Box 5787 CHRB
Saipan, MP 96950

Richard Overy
Yap State Archives
P.O. Box 1316
Colonia, Yap
Federated States of Micronesia 96943

Dr. Clarisa G. Quan
Associate Professor, English
College of Arts and Sciences
University of Guam
UOG Station
Mangilao, Guam 96923

Valerie Quinata
Graduate Student
University of Guam
College of Education
UOG Station
Mangilao, Guam 96923

The Honorable Delia Muñoz Rosal
Consul General
Philippine Consulate General
P.O. Box 9880
Tamuning, Guam 96931

The Honorable John C. Salas, Ph.D.
Senator, 25th Guam Legislature
Sinajana Commercial Bldg. Phase II
Ste. 5A, #777 Rte. 4
Sinajana, Guam 96926

Dr. Marilyn C. Salas, Dean
College of Education
University of Guam
UOG Station
Mangilao, Guam 96023

Christine Ku Scott-Smith, Director
Guam Public Library System
254 Martyr Street
Hagåtña, Guam 96910

Mary L. Silk, Librarian
College of the Marshall Islands Library
P.O. Box 1258
Majuro, Marshall Islands 96960

Dr. Diljit Singh
Associate Professor, Faculty of Computer
  Science and Information Technology,
University of Malaya
50603 Kuala Lumpur
Malaysia

Trish Skaptason
Senior Administrative Librarian
Institute of Museum and Library Services
Office of Library Services
Washington, D.C. 20506

Dr. Catherine Stoicovy
Assistant Professor, Language and Literacy
College of Education
University of Guam
UOG Station
Mangilao, Guam 96923

Dr. Mary L. Spencer, Dean
College of Arts & Sciences
University of Guam
UOG Station
Mangilao, Guam 96923

Paul J. Steere, Dean
Learning Resources
University of Guam
UOG Station
Mangilao, Guam 96923

Rosie Tainatongo, Director
Dept. of Education
Government of Guam
Hagåtña, Guam 96910

Margaret Tarnate, Librarian
Guam Territorial Law Library
141 San Ramon Road
Hagåtña, Guam 96910

Dr. Richard S. Tom, Superintendent DoDEA
Building 100
U.S. Naval Hospital Compound
Hagåtña Heights, Guam 96919

Congressman Robert A. Underwood
120 Fr. Duenas Avenue
Suite 107
Hagåtña, Guam 96910

The Honorable Antonio Unpingco
Speaker, 26th Guam Legislature
155 Hesler St.
Hagåtña, Guam 96910

Rita Warpeha
8712 Reading Road
Silver Spring, Maryland 20901